

Platform

Sir Alex Smith thinks the Finniston Report on the training of engineers fails to tackle the crucial issues of school and part-time college courses

"For if you will have a tree bear more fruit than it hath used to do, it is not anything you can do to the boughs, but it is the stirring of the earth and putting new mould about the roots that must work it."

Wise advice from Francis Bacon's *The Advancement of Learning*, but it was largely, unheeded by the Finniston Committee of Inquiry.

In his preface, the chairman points out that the committee's report is "the latest in a long pedigree of official enquiries covering different aspects of the same remit. All of those reports made many practical recommendations for changes, yet none has succeeded in initiating significant improvements in the engineering performance of industry. . . . One speculates with a sense of regret what improvements in our present economic situation might have been achieved if more effective action had been taken on implementation of these earlier reports at the time."

"It is a very fair and pointed comment, but one speculates now about whether there is anything in the Finniston Report, or in the circumstances attending its appearance, that will give it a better chance of producing the necessary changes than its unsuccessful predecessors."

I fear not. It seems to me that the Finniston Committee has ignored Bacon's advice and has been too much concerned with the boughs and too little concerned with the roots and the soil. I feel two big disappointments over the Finniston Report: two points at which it seems to me that there have been major failures of the committee. One is the point at which the committee, in its report, do not match up to the role of the previous reports.

The committee's report, in its present form, is a very good example of a report which is too much concerned with the boughs and too little concerned with the roots and the soil. It is a report which is too much concerned with the boughs and too little concerned with the roots and the soil. It is a report which is too much concerned with the boughs and too little concerned with the roots and the soil.

The Finniston Report restates the situation with regard to the engineering industry, and gives a supplementary reason for the failure of the industry to improve its engineering performance. It states that the failure is due to the fact that the industry is too much concerned with the boughs and too little concerned with the roots and the soil.

"There is no cultural equivalent in Britain, and hence no basis for according similar esteem to the European concepts conveyed in German by 'technik', the synthesis of knowledge from many disciplines to service technical and economic solutions to practical problems."

"Engineering is further regarded malevolently as a branch of science rather than as a culture and activity in its own right."

Good stuff so far, but the first major failure of imagination in the committee's report is the failure to see the need for a cultural and activity in its own right. The committee's report is too much concerned with the boughs and too little concerned with the roots and the soil.

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Their prime recommendation is an extremely feeble response to the needs which they have described. It is that there should be improvement in the teaching of mathematics and physics. Now I am all in favour of the improvement in the teaching of mathematics and physics as an end in itself, but in the context of the Finniston inquiry, it is a feeble response to the needs which they have described.

Uprooting the dead ideas



The motor engineering class.

seems to me that such a recommendation will lead to an improved flow of scientists, some of whom might become applied scientists, some of whom might become engineers. It is the thinking in the committee's report which is the failure. The committee's report is too much concerned with the boughs and too little concerned with the roots and the soil. It is a report which is too much concerned with the boughs and too little concerned with the roots and the soil.

The Finniston Committee, equal to their analysis and equal to the needs of the situation, would have been something like: "Every child in every school, every year, should be required to design something and make it." That would have been a recommendation with vision, stirring the earth and putting new mould about the roots. The committee's report is too much concerned with the boughs and too little concerned with the roots and the soil. It is a report which is too much concerned with the boughs and too little concerned with the roots and the soil.

culture, and the Finniston Committee has regrettably failed to tackle the problem right at its very roots.

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The DES is currently consulting local authorities, church and non-conformist bodies, and the School Premises Regulations 1972, in a view to streamlining them, and relaxing building regulations is expected to be sent out to authorities after the Easter holidays.

NEWS

ILEA to let up nursery lavatory rule

Nursery classes in inner London primary schools will be able to grow once some red tape has been cut.

The Inner London Education Authority intends to relax some of its most rigid regulations, so the space made available in primary schools by falling rolls can be used for under-fives. It has also asked the Department of Education and Science to make government regulations more flexible.

One of the ILEA's most inhibiting regulations governs the provision of separate lavatories for nursery children. "These must be directly accessible from the play room with a glazed panel for easy observation from the playroom."

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Health policy 'breaks pledge'

Standards of health care in schools could deteriorate while spending on health services will increase if new government proposals become law, education officers complained this week.

Under proposals outlined in a DES consultative document on further reorganization of the National Health Service, most local health authorities face the prospect of having their school health services managed by general health authorities without any guarantee of a consistent policy between them, claims the Society of Education Officers.

The society adds that the plan which includes replacing single area health authorities with a number of districts "would considerably increase the burden and cost of administration and consultation for L.E.A.s. They would also lead to the undesirable differences in the standards of school health services which one local education authority has."

According to the SEO, the new proposals in the document "Patients First" break a pledge previously given and taken in good faith between central and local government, and DES and DES.

NEWS

Mark Jackson reports from Bristol in the aftermath of the riots

Schools fail 'ghetto blacks'

The Education Under-Secretary was warned of the danger of civil disorder in Bristol 11 days before the St Paul's area riot—and schools would be partly to blame, he was told.

The Under-Secretary, Mr Neil Macfarlane, was given the warning when he visited the city on Friday, March 21. It came from a black careers officer, who lives in St Paul's, the inner city ghetto district where last week's street battles took place.

At a meeting with education and employment officials, Mrs Monica Courtney, who works for Avon careers department, told Mr Macfarlane that city schools were failing to prepare pupils for the multi-racial society.

They were also failing to prepare Bristol's black youngsters for the stresses ahead of them. She said they desperately needed a sense of their own cultural identity and worth to help them face social and economic discrimination. But the curriculum was still almost exclusively directed at the needs of white society with little multi-cultural education and virtually no black teachers, even in schools where most pupils were non-white.

What black people wanted was evidence that they were respected if the education authority did not act, said Mrs Courtney. It would be too late. The bitterness of the youngsters would boil over and there would be trouble in the community.

Avon education department was angered by Mrs Courtney's intervention in the discussion, which she had attended at the request of the Bristol Council for Racial Equality. Although she is on the council's executive as a nominee of the

careers department, the Council had sent her to represent the views of St Paul's residents.

The following Tuesday Mrs Courtney, who is a Kenyan, was called in to see Avon careers chief, Mr Peter March, who told her that the education department, management had been shaken by her intervention, and that the director was still deciding what to do about it.

He said she would be watched closely for the rest of her six-month probation, which began with her appointment in January. Subsequently, she was told that if she wanted to put forward views which were not the policy of the department, it must be outside working hours, and that she must make it plain that she was not speaking in her official capacity.

Mrs Courtney said this week: "When I warned that there would be trouble, I did not realize that it was so close. I certainly have no regrets for speaking out, whatever happens to me."

Mr March said: "We're not trying to silence Mrs Courtney, but we do expect her not to involve the department. Nobody in the careers service needs convincing of the problems that face the black kids."

"We don't need to be persuaded of the desirability of having black staff, either. But it took us a year to find a replacement for the last black careers officer, and in the end we took Mrs Courtney, even though she has not got a qualification in careers work. We've been advertising for a year for a Scale 3 careers teacher for our multi-cultural studies centre and there have been no black applicants. In the end, we have had to appoint a white teacher, who has lived in St Paul's all her life."

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Personal column

Gerry Fowler

Of cabbages and kings

had triumphed. The Government had officially adopted Illich's philosophy of "deschooling". It had closed down all the schools, with the exception of the public schools, which were universally held to embody the traditional national virtues—harsh and irrational disciplines (Maurice aping Nature, so that children cope with natural disasters), the early separation of otherwise dependent children from their excessively loving parents.

These schools were financed by a compulsory levy of a thousand pounds upon each family each year, the Cabbage Standard having replaced the old-fashioned Gold Standard, which was deemed to have encouraged greed for a glittering mot of little but depressive use. Apart from them, there was only an Illichian "network of workers and learners". This worked splendidly, since it had been discovered that monetary payment introduced a severe distortion into the empathetic bond necessary for the transmission of knowledge. First the remuneration of teachers had been abolished, and then a tax had been levied on all teaching, to ensure that it was done only for love.

Initially there had been dissent. But since the body politic is the simple expedient of ensuring that no one was demeaned by another (everyone was now self-employed), it was easily contained. Indeed, the Government had been so successful in its policy that it had become a demon of folk mythology known as Lord Terrycase, whose origins were variously attributed by scholars to Old Norse saga and Vedou.

As our hero, awoken for the last time, slipped over Styx into the Elysian Fields, where Burnham now performed the tasks of Sisyphus and Oleg those of Tantalus, he was well assisted with the progress made in his life as a teacher.

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A burned out police van is towed away after the riot.

Youth clubs and police seen as symbols of white domination

No more youth clubs, please; that was the message that many community workers and the minority of blacks in Bristol's St Paul's district were trying to get across this week.

St Paul's, where last week's riot took place, probably has more youth clubs, community centres, and residential and training projects per square mile than anywhere in the country. It also has, for a population of barely 10,000, 2,000 of them black, packed into less than a square mile of decaying streets, its own full-time detached youth worker, community relations officer, specialist careers officer, community advice officer, and other publicly funded "helping" staff.

Within hours of the riot, many of these were predicting with cynical accuracy the reactions from politicians and the press. Now, they say, the twin evils from these quarters for more amenities and more policemen for Britain's ghettos are further evidence that

the white establishment does not, or will not, understand what is really wrong.

The clearest clue to the nature of the problem, they insist, is walking the streets of St Paul's, and other black ghettos—a growing number of youngsters with dreadlocks and gaily coloured ribbons worn by the Rastafarians who reject white society entirely as evil, and preach a "return" to Africa.

Francis Salanda, a West Indian educated in Canada, who runs an advice centre in St Paul's, says: "It is very simple. We don't want you to do more things for us, even if you think you are being kind. That's why the kids stay away from the clubs."

"We see your clubs, and your police as a way of trying to control us, and our growing bitterness at being treated as second-class citizens. You cannot bribe us, or frighten us."

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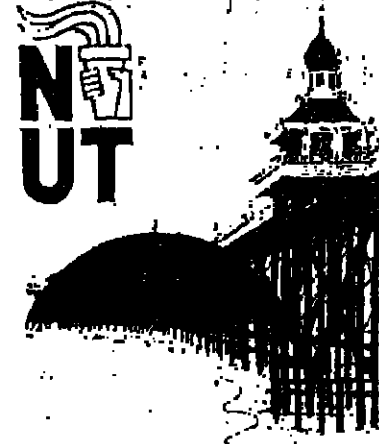
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Richard Garner reports from Blackpool

Curb spending on tests says new President

Savings could be made in education spending, by scrapping plans to test children, Mr Peter Kennedy, incoming President of the National Union of Teachers, said in his address to the NUT conference at Blackpool.

He said the union was not opposed to testing but added: "I must say I am concerned by the number of prominent people who are saying that the only way to improve educational standards is to carry out testing at various ages throughout a child's career."

Mr Kennedy singled out a suggestion made by Lady Young, the Minister at the Department of Education and Science, that children should be given a reading test at the age of seven as a target for savings, adding: "I am willing to tell you what such a test will reveal."

"It will show that most of the children are reading at the age at which we would expect a seven-year-old to read. It will show some children reading somewhat above this level and a small number of children with reading ages many years above their chronological ages. It will also show some children whose reading ability is somewhat below that of a seven-year-old and a few children whose reading ability is lower still, including a few non-readers."

He told teachers that the education service was being mugged at the moment and said they had to influence the electorate to support the fight for education.

In a review of NUT action against the cuts, Mr Kennedy singled out Nottinghamshire County Council—where nursery teacher Ellen Crosbie has been suspended for refusing to teach in a classroom she considered unsafe—for special criticism.

On the question of the education of 20 million children, Mr Kennedy said: "I have seen the children who are in the education system. It is money which was now of first importance."

He attacked the government's Assisted Places Scheme and added: "No democracy can flourish unless it has an informed and well-educated citizenry. It will never achieve that satisfactorily so long as it has an elite education system, particularly if the citizen is based on a myth."

On pay, Mr Kennedy said: "The devices by which the government has made to the teachers' pay have been, in my view, a failure. The government has waited for their salary settlement after the arbitration awarding from the delay an explosion of anger among teachers. If they said a few words about the government's record during its first year in office."

Labour may take over public schools

Moves to nationalise Britain's public schools may be considered by the next Labour Government if economic sanctions fail to destroy their credibility, Mr Neil Kinnock, Opposition education spokesman, said at the weekend.

Speaking to a meeting of Welsh delegates at the conference Mr Kinnock said: "The nationalization of public schools is a likely prospect for the next Labour Government to consider. The depriving of finance for them and the discrediting of the influence they misuse are tasks that can be accomplished by the next Labour Government."

In weekend speeches at Blackpool he went on to outline the path which he believed should be taken before resorting to such a move. This would include:

- Introducing a change in charity laws which, he claimed, had saved public schools from paying millions of pounds worth of tax;

- penalizing local authorities who fund places at private schools by taking cash away from their rate support grant settlements;

- charging public schools rent for the teachers they employ who have been educated and trained at the public expense.

Mr Kinnock estimated public schools would be receiving about £200m worth of public finance a year by the time the present government had run its course—£40m of which would come from local education authority funded places.

Tax changes announced in the Budget alone would give enough

relief to private schools and individual taxpayers to double the estimated £30m a year they now receive from charitable concessions, covenants, annuities and exemptions from capital transfer tax and development land tax. "If educational opinion has been offended by the Assisted Places Scheme, it should be outraged by this latest 'under the counter' bonanza for the private sector," he said.

"I hope the price of that sector will go up so far because of our proposals as to be a deterrent to purchase," he said. If public schools were willing they could then be asked to join the maintained sector as 'national purpose schools'. "There is a need for residential accommodation to be made available on a wider scale for a host of different reasons."

He went on: "Freedom cannot be conditional upon the ability to pay. If liberty has a price, it is not liberty."

In the name of the advance of freedom, these schools are assets that should be available to all people, and not secured by purchase."

In a speech to secondary school delegates on Saturday night, Mr Kinnock said: "The time for the tigers' has now come in education with a need to clamour vigorously for more resources."

Cuts would be "clumsy acts of amputation" and the idea that inadequacies were a product of overspending was "the kind of knarled logic which argues that crutches make cripples".



Mr Neil Kinnock at the conference.

Move to boycott Assisted Places plan

Teachers are to be urged to boycott all selection procedures aimed at helping to choose children under the Government's Assisted Places Scheme.

Delegates unanimously approved a motion opposing the use of public funds to provide the places and instructed the union's executive to urge all members to refuse to cooperate with any selection procedures.

In addition, they reaffirmed their support of the comprehensive system and decided to oppose all attempts to reintroduce selection at present being undertaken by Conservative authorities in various parts of the country now clauses in the 1976 Education Act ordering them to go comprehensive have been repealed.

Rejection of hours deal could lead to head-on collision

Teachers have firmly rejected any suggestion that their pay negotiations which resume next week could be linked to a new agreement on their hours and conditions of service.

This means, in effect, that unless the local authorities—who have said they want the commitment to a conditions of service agreement in place before signing any pay deal—back down, there will be a head-on collision when the talks resume.

The 2000 delegates at the National Association of Schoolmasters' Union of Women Teachers conference at Blackpool, voted unanimously to keep the two issues separate and insisted that no agreement on conditions of service could be signed by teachers until it had been accepted by a conference.

Delegates made it clear they were not insisting on a special conference to discuss any agreement. This could mean a delay of at least a year.

There are crumbs of comfort for both sides. The union has agreed to discuss the pay deal with the government's pay committee. The government has agreed to discuss the pay deal with the union's pay committee. The union has agreed to discuss the pay deal with the government's pay committee. The government has agreed to discuss the pay deal with the union's pay committee.

Mr Martin Gould, from Bury St Edmunds, proposing the motion, said: "The Assisted Places Scheme is a calculated insult to state schools. It is giving taxpayers' money away to the private sector at the very time it is withdrawing it from the state schools to even do an adequate job."

"There is a groundswell of indignation and resentment amongst our own members at this."

But delegates rejected another motion which would have imposed a tougher line on defending comprehensive education by instructing members to refuse to cooperate with selection procedures, and supporting strike action if necessary.

During this debate, Mr Michael Morris of Birmingham accused local education authorities of "turning the clock back". In Birmingham the authority was planning to turn Sutton Girls' School back into a grammar school, and a decision was expected from the Secretary of State within a few weeks.

The Government's controversial Assisted Places Scheme has come under attack from Conservative teachers for not going far enough. Whilst welcoming the scheme as a step in the right direction the Conservative Teachers' Association Group in their Easter bulletin said it does nothing to ensure that "the gifted and truly talented are identified by the time they start full-time schooling or leave infant or first school."

It says the scheme helps the able rather than the gifted child, adding: "As such it is useful."

Backing for TUC's day of action

Thousands of teachers are expected to go on strike for half a day in support of the TUC's day of action on May 14 against government policies including the cuts.

The executive of the NUT has decided to give its full support to the day of action, and says it is ready to sanction half-day strikes by members. Already, 20 individual associations have passed resolutions indicating their readiness to support the day of action.

Teachers' leaders, however, have made it clear they would support their members to honour commitments to public examinations of May 14. Representatives of unknown concerned with education are meeting on Monday to iron out any difficulties over examinations.

Mr Fred Jarvis, general secretary of the NUT, said: "We have said in our advice to divisions and local authorities that they should decide in light of their own circumstances what they would consider appropriate action to take. It could be a half day withdrawal of labour, or the approval of the executive, but it could be meetings at school after school hours on the day of the cuts, and other aspects of government policies are more appropriate."

If all NUT members take up the advice to divisions and local authorities will save money.

Local authorities were given a stern warning not to "trick" teachers over their pay by Mr Fred Jarvis, general secretary of the NUT, when he gave the address to the conference.

Speaking of the management panel's attempt to ask teachers' leaders to commit themselves to a new agreement on conditions of service before signing a pay deal, he said: "There is no way they are going to get away with that kind of trickery. We have no way we will allow them to forget or to disavow their commitments."

Mr Jarvis also referred to Mr John Horrell, a member of the management panel, who said: "I made it clear on March 20 we could tolerate that kind of attitude or effort within the Burnham Committee and I will expect to deal with men of honour on the Burnham Committee, not men of dishonour who resort to dirty tricks."

He added this warning on pay: "We found it necessary at the beginning of the year to seek an interim payment to alleviate pressures but I have no doubt whatsoever that that has not removed the basic discontent in the profession over the salary situation."

Mr Jarvis made a strong attack on the Government's record during its first year in office.

Curriculum plans 'will harm education'

The Government's proposed framework for the curriculum "will harm education," delegates decided overwhelmingly.

At an attempt by the Government to resist any local education authority attempts to impose any framework on schools and reiterated teachers' belief that the curriculum should be governed only by the needs of children.

Delegates also agreed to a union to launch a campaign to force the Government policies on the help of trades councils, school branches and parent/teacher associations.

Reports continue of opposition to the curriculum framework.

Bert Lodge reports from Harrogate on the NAS/UWT annual conference

Cane ban threatens teachers

Teachers who stay away from the glass-roofed hall of industrial strife this time of year are being criticized at the annual conference of the National Association of Schoolmasters' Union of Teachers, held in Harrogate this week.

In his presidential address, Mr John Thompson, head of art at Vinthorpe high school, Exeter, condemned an abdication of the role of the teacher as a disciplinarian. He said that if teachers were to use corporal punishment, they would be imposing discipline and blame on pupils not doing their best for fear of other pupils.

He also called for compulsory management training for heads and urged teachers that some form of assessment was inevitable in the current system of promotion was needed.

No teacher enjoyed using corporal punishment, Mr Thompson said, but recent polls and enquiries showed that the vast majority of teachers favoured its retention.

"Yet in some areas, decisions are being taken not by teachers but by people who do not operate in the schools or the classroom to attempt to ban the use of the cane."

Teachers have always accepted the heavy responsibility of *in loco parentis*, Mr Thompson said, but if, in the face of all the experience of the profession, authorities now intended to remove from teachers a right which was an essential part of their *in loco parentis* role, then all other aspects of the role would have to be closely examined.

"If society so determines, then of course teachers will not claim any rights over punishment or any other matter but a prudent parent might claim. Teachers might then decide to act purely as instructors and future generations will take the consequences of that."

In any case, problems of discipline and disruption in schools cannot be solved by the general attitude of society but from teachers.

The head was often referred to by members of staff as "the boss" Mr Thompson said. "Quite often of course this is an affectionate term although it may show that he is prepared to be authoritarian with the staff though not necessarily with the pupils."

Identification of potential leaders and proper training for them would help but in the long term a complete reappraisal of the role, legal and delegated responsibilities of the head was needed.

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"If society so determines, then of course teachers will not claim any rights over punishment or any other matter but a prudent parent might claim. Teachers might then decide to act purely as instructors and future generations will take the consequences of that."

In any case, problems of discipline and disruption in schools cannot be solved by the general attitude of society but from teachers.

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"Yet in some areas, decisions are being taken not by teachers but by people who do not operate in the schools or the classroom to attempt to ban the use of the cane."

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Craft work must develop to use new design skills

by Bob Doe

The teaching of craft skills must become more effective to make room for the new skills taught in design and technology courses, Mr Peter Forrest-Smith, the Inner London Education Authorities' inspector of design and technology, told the annual conference of the Educational Institute of Design Craft and Technology this week.

Mr Forrest-Smith said the new style and technology courses developed planning and evaluation skills as well as the skills of making things, as HM inspectors had recognized in their discussion document, Curriculum 11 to 16.

But this meant workshops and teaching methods had to change. The design and technology teacher would need to be regarded much more as an instigator and initiator of ideas, a springboard from which pupils could bounce their ideas.

There would be less time for the elaborate repetition of craft skills. Planning skills meant a clean area to develop ideas, and books, data sheets and back-up materials to enable pupils to test out their ideas.

Craft skills still needed to be taught well, but more efficiently. Cassette videotape machines meant pupils could learn by seeing without taking up the teacher's time.

On Friday, Mr Peter Dawson, the institute's new president, was expected to reiterate the EIDCT view that craft design and technology should be part of the core curriculum of all pupils. Mr Dawson, who teaches at Swanley School, Kent, said earlier that he agreed with the view of the institute's patron, Sir Alex Smith, that designing and making things were just as important as learning to read and write at the early stages. Later on in school, designing and making things should certainly rank alongside science, history and literature.

Successful teachers would perhaps be more useful as trainers in the colleges than would the brilliant theorists, Mr Abraham suggested.

But who could determine the successful teacher? Defining and recognizing the successful teacher would almost certainly call for some form of assessment.

"When teachers and authorities accept that, then there is a real chance of the classroom teacher gaining advancement based solely on their ability in the art for which he or she was originally trained."

They had had to be modified to cater for "mainstreaming", the idea that the seriously handicapped should be in ordinary or mainstream classes to make "meaningful personal gains".

Mandatory sex equality also meant courses had been revamped to interest both boys and girls. The result was more girls going in for craft teaching and other technical, and formerly male, careers.

Concern about pollution and energy conservation was also reflected in these courses and the high cost of living, and of getting things done, had moved one major university to mount a course entitled "How to survive in a technical society". It consisted of car and house maintenance, electrical repairs and furniture renovation.

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Source: *U.S. Census Bureau, Current Population Reports, 1990*.

Voluntary cash may come to aid of youth services

Bristol riots sound a warning note

Mr. David Howie, director of the National Youth Bureau, said that the Home Secretary and the Education Secretary must urgently establish an appropriate system for funding service to youth, not only through the youth service, but through all other agencies, such as the education authorities, which have a responsibility for the welfare of the young in Northern Ireland.

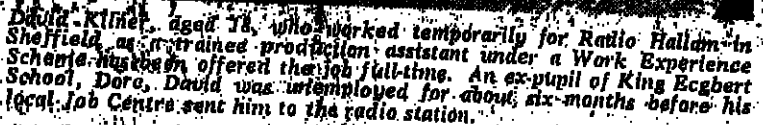
Mr. Jack Mackenzie, of the Youth Committee, said that he was sure that the Home Secretary would give some place to these other reports in the future, but had given similar warnings.

Official leaflet advises on terrorist arrest

Industry shells out for projects

Practical Action, which has so far secured aid for around 150 projects all over Britain, is the result of the appeal made to industry more than a year ago by the then Lord Mayor of London Sir Kenneth Cork, to help the young unemployed. He called on industry to utilize not only its own staff but also its spare capacity, cash, and equipment and materials for the projects. The results have ranged from the free supply of paintbrushes and typewriters to the offer of electronic equipment and the services of designers, accountants, architects, and marketing men.

The clearing house was originally funded by the Manpower Services Commission, but its success in its first year of operation has forced the Commission to ask Practical Action to try to get industry to share the cost. Plans for a new appeal have been waiting



NEWS

Damning evidence on impact of cuts

—the physical education department has not replaced necessary equipment. Orienteering has been cut from the syllabus and games fixtures are reduced.

If the cash lost last year is not

Decision-making plan splits Ely staffroom

There was confusion about who was responsible for the priority of topics considered. Some working party members thought their committee decided, others thought it was decided by the head, and convenor suggested that two members of staff involved through the working party should enhance their promotion prospects.

NEWS

The loser in Walsall's waiting game

Then followed this qualified judgment: "Although Mr. Haseen's experience is unknown in terms of a class-teaching commitment, his contribution to the school at present is effective and realistic." It ended with, "I think that a permanent appointment to the school could be considered."

new broom or two. Some time in the first term, according to Mr. Hassell, Mr. Latham approached him and asked him about his qualifications. How long he had been in England and what the position was on his probation. He also transferred Mr. Hassell on one occasion from his team teaching arrangement to take charge of a full class and observed him at it.

That was in 1977. And still no word from Walsall about Mr.

not reflect credit on Walsall local education authority. In the words of the tribunal, "The local authority set on that letter... that delay appears to us to be deplorable."

Indeed it was and the consequences were not so palatable for Mr Hasene either. For after taking nearly five months to reply they told the DES that Mr Hasene had spent most of that period taking small groups. To which the department replied that that was not a fair test since "prohibition is intended

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Employment Appeals Tribunal on the basis that the chairman has acted erroneously in allowing facts that were known at the time that Mr Haseen was appointed to be regarded as a fair reason for his dismissal."

'Over the next two years, I had . . . two dozen visits. I felt that "a hard time" meant they were after my resignation.'

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Self-critical way to better teaching

from the course team, all recruited from the classroom, claim it is applicable to every teaching situation. It is open only to practising teachers (a class to practice on is assigned), who will pay £85 a head for the nine-month period of instruction between next February.

Called "Curriculum in action", the course will, in the words of the team leader, Dr Pat Ashman, a former primary school teacher, "begin and end where teachers

The course has two elements. One takes teachers through an evaluation of how much their pupils benefited from a particular lesson by an attempt to answer thoroughly three deceptively simple questions. What did the pupils actually do? What were the pupils learning? How worthwhile was it?

The other sets three similar questions about the teacher's own performance. What did I do? What

Professor John Morritt, head of in-service training, said, "This is an organic system."

Some authorities have already indicated their readiness to relinquish their positions as teachers in the employ of the state for the purpose of enrolling for the course.

Assessment will be by five written assignments of 2,000 words each plus 50 per cent by examination. "Not what we would have liked but we are bound by OU tradition," said Dr Arnold.


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TES 11/4
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Australia National media campaign will take on school critics

by Bill Purvis
SYDNEY
Four Australian educational groups are pooling their resources to mount a national campaign costing A\$200,000 (£100,000).
The campaign will have as its theme "Let's Develop Education" and the first shots will be fired in Canberra next month.
Mr Ray Costello, general secretary of the Australian Teachers' Federation, told me the campaign was not directed against the Federal Government.
The ATF will provide the bulk of the money for the first phase of the campaign—a series of national television and newspaper advertisements.
"It's not in fact a political campaign in the accepted sense of the term," said Mr Costello. "We want to establish in the minds of all political parties our concern about education."
We find that politicians generally are very enthusiastic about the development of resources like mineral claims. What we want to put to them is that the talents and skills of our young people are just as much a national resource."
To do this the campaign will concentrate in its second phase on a systematic lobbying of candidates in every federal electorate prior to the general election later this year.
Cooperating with the ATF in the campaign are the Technical and Further Education Teachers' Association, the Australian Union of Students and the Australian Council of State School Organizations.
"Together they hope to counter some recent criticism of the education system—criticism which Mr Costello described as "ill-informed and unjustified".
The thrust of this criticism has generally been that Australian schools are not doing as much as they ought to be in preparing young people for life after school. Linked with this is often a claim that schools are not teaching their pupils the three Rs.
Mr Costello said that by the end of the campaign it was hoped to attain these objectives:
● get a clear commitment by all major political parties to the development of Australia's greatest natural resource, its children.
● highlight the urgent need for a significant increase in federal and state government spending on public education.
● counter criticism levelled at schools and colleges.
● show that education is of crucial importance to national economic development.

United States Carter's budget cuts put curb on the growth hopes of new department

by Clive Cookson

WASHINGTON
President Carter's anti-inflationary measures will mean a substantial reduction in the spending power of the new Education Department. Higher education programmes will lose \$150m in 1980 and 1981. Elementary, secondary and vocational education are reduced by \$250m this year and \$500m next year.
Existing youth training and employment activities in the Department of Labour are also being reduced. For example the young adult conservation corps will offer 10,000 fewer jobs next year, saving the Government \$140m. The Labour Department will save \$75m by subsidizing 50,000 fewer public service jobs, many of which would have gone to unemployed young people.
However, President Carter has resisted the temptation to prune education and training programmes that he announced with much fanfare in January as his major domestic policy initiative of the year (TES, January 18). There is still \$1.2b in the 1981 budget to prepare for its introduction in 1982. Elsewhere in the federal budget Mr Carter wants to eliminate the expenditure of \$1.7b in so-called "revenue sharing" grants. These funds are transferred to strings attached and states are to spend them in any way they like. The Treasury estimates that about half of the money actually used to support education is from Washington to elementary and secondary schools, and another six states large proportion to local schools in Texas, on the other hand, its grant entirely in higher education, and other states devote funds to non-educational social services. Such differences make it difficult to predict the overall impact of the President's decision to revenue sharing with state governments, but the impact on education could be serious in some places.
The White House came closely with Congressional leaders in drawing up its list of cuts. The House Education Committee has already proposed an omnibus bill for 1981, which contains similar reductions in expenditure from the President's package.
The split between the House and Senate, which determines secondary education policy, is based on ideological differences and follows party lines. The Social Democrats (SPD) and Free Democrats (FDP) together with the Christian Democrats (CDU) and Christian Socialists (CSU), backed by the associations representing grammar and intermediate school teachers, on the other hand, support the traditional secondary schools. The traditional secondary schools are divided into three types: *Hauptschule* (intermediate), *Realschule* (modern), and *Gymnasium* (grammar school).
Selection is based on primary school performance after consultation between parents and teachers reflects class distinctions in that the majority of manual workers children go to the *Hauptschule* while those from professional homes invariably attend the *Gymnasium*. Only about 6 per cent of pupils at secondary level 1 (the 11-15 age range) attend comprehensive schools and the proportion in the individual federal states varies between one per cent and 35 per cent.

OVERSEAS NEWS

West Germany

Comprehensives row stirs up bitterness

Whether to introduce more comprehensives will be a major issue when West Germany goes to the polls this autumn. David Dmgwirth looks at the arguments and the allegiances.

As West German politicians draw up their manifestos at the beginning of this year's general election campaign the long standing controversy over comprehensive schooling is emerging as a major campaign issue.

The split between the *Länder* governments, which determine secondary education policy, is based on ideological differences and follows party lines. The Social Democrats (SPD) and Free Democrats (FDP) together with the Christian Democrats (CDU) and Christian Socialists (CSU), backed by the associations representing grammar and intermediate school teachers, on the other hand, support the traditional secondary schools. The traditional secondary schools are divided into three types: *Hauptschule* (intermediate), *Realschule* (modern), and *Gymnasium* (grammar school).

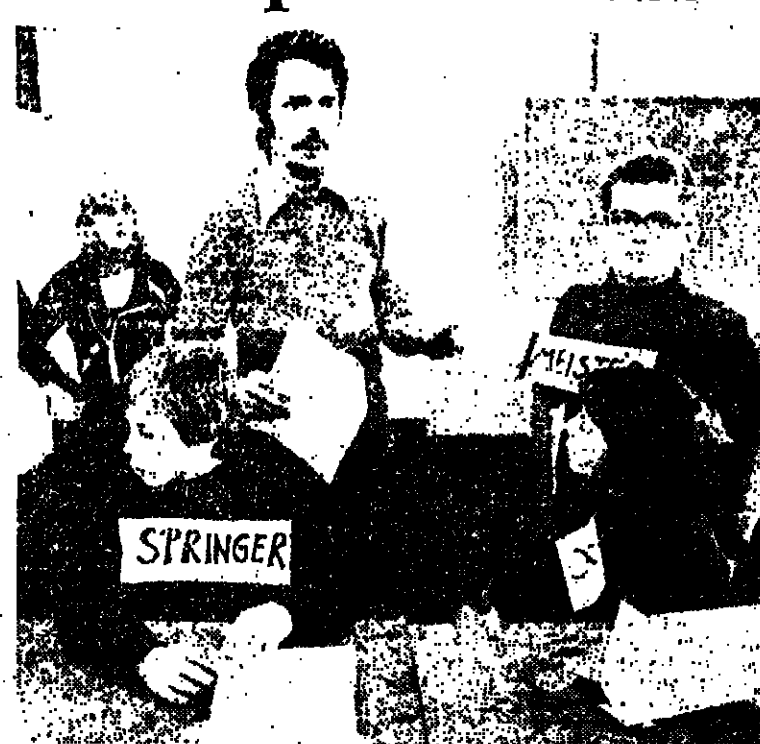
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Most of the present 300-odd comprehensives, more than half of them in the state of Hesse, were set up after 1970 following an agreement by the *Länder* ministers of education that they should be designated "experimental schools" pending a decision on whether they are superior to the separate secondary schools or not.

A number of comparative studies have produced a mass of inconclusive and in some cases contradictory evidence, which has been interpreted in various ways by the different *Länder* governments. In North Rhine Westphalia comprehensive schools have become the normal form of secondary school in districts where parents request this. If the SPD retains control in the state elections to be held in May, but Lower Saxony's CDU Minister of Education, Herr Werner Rammers, has decided not to upgrade his state's comprehensives, and the Bavarian CSU government intends to phase out the existing comprehensive schools by 1981.

In June 1979, a compromise seemed to have been achieved by the Federation-States Committee for Educational Planning (BfK). During its deliberations on an extension of the 1973 *Bildungsgesetz* (overall education development plan), which would have established the pattern of secondary education throughout the Federal Republic for the remainder of this decade, it was agreed that the tripartite system should be retained in the CDU *Länder*, where comprehensive schools would continue on an experimental basis. In SPD-controlled states, however, more comprehensive schools would be introduced as the normal form of education at secondary level 1.

But the conflict was renewed last autumn when the SPD government of the city state of Hamburg decided to amend its Schools Act of 1977 and give its comprehensive schools the status of a normal form of secondary education. The move was announced on the eve of a meeting in Hamburg of the conference of *Länder* education ministers, and was seen as a deliberate provocation by the CDU/CSU ministers.
They responded by postponing discussions on the *Bildungsgesetz* plan and threatening to refuse to recognize the leaving certificates awarded by comprehensive schools in SPD states after the present inter-state treaty on the comparability of secondary school qualifications expires in 1981.



Will the hit-in "experiment" in secondary schooling become the common pattern?

This would prevent comprehensive school leavers from these *Länder* from taking up vocational and higher education courses in the CDU/CSU states.

Since the Hamburg incident positions have become more entrenched on both sides. In particular CSU leader Herr Franz Josef Strauss, who is on record as saying that he will not approve the upgrading of comprehensive schools "either in Bavaria or anywhere else" and who will replace Herr Helmut Schmidt as Federal Chancellor if the CDU/CSU can overturn the SPD/FDP coalition's 10-seat majority in the *Bundesrat* this autumn, has been accused of exacerbating the dispute for election purposes.
The divisions in the general population are less clear cut than among the politicians. A survey conducted in the summer of 1978 discovered a widespread demand from parents for more comprehensive schools, but several comprehensive schools in Hesse have only two thirds or three-quarters of the pupils they were designed to take.

In parts of Hesse where the provision of grammar and intermediate schools is inadequate many parents send their children long distances to schools in the neighbouring state of Rhineland Palatinate. And in March 1978 parents' associations in North Rhine Westphalia joined forces with teachers' organizations, the Catholic and Protestant churches and Christian democratic voters in a massive petition which rejected SPD/FDP plans to introduce so-called co-operative schools—a thinly disguised alternative version of non-selective schooling.
The comprehensive school controversy has wider implications for West German education. Differences of opinion between the *Länder* governments will not only mean greater diversity of educational provision but will also lead to increased pressure from the Federal Government for additional powers to ensure a more unified system, with the inevitable reduction in state autonomy that such a change would give rise to.

Italy Medical check will help control chaos

by Dalbert Hallenstein

VERONA

Italy's overcrowded medical facilities will introduce a limited number of enrolments after 11 years of chaos resulting from their legal inability to select matriculants.

In 1969 a series of reforms made it possible for any student who had passed his final school-leaving examinations (known as *La Maturita*) to enrol in any university faculty regardless of the subjects taken at school.

The universities were made powerless to reject qualified school leavers while, at the same time, other reforms were passed which made it virtually impossible for school-leavers to fail the *Maturita* exams.

The result was an explosion in student enrolments. In 1958-59 the number of university students was 231,090. By 1967-68 it was already 511,070, while in 1979 it had reached over a million.

The problem of overcrowding was aggravated by the fact that almost nothing has been done since the Second World War to increase basic facilities such as lecture halls, libraries, scientific laboratories and student housing. At the same time the appointment of tenure teachers has been at a virtual standstill until recently.

The university of Rome, for example, was built for a maximum of 10,000 students, but more than 140,000 students are now enrolled there. In fact, the situation in most of Italy's universities, and the results, academically, have proved disastrous.

Medicine has been hardest hit by the student explosion. In 1967-68 the number of medical students was 43,754 while in 1978 it had reached more than 150,000. This is considerably higher than the number of practising medical doctors now active in Italy.

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Science diary

John Maddox Ring of fire

towards the surface of the sun. All this is required by the laws of mechanics and of thermodynamics, but in any case fits in well with observations of the surface of the sun—it has the patches of hot and cold that people would expect to see as a consequence of a convection pattern in the outer layer of the sun.

The transport of heat by convection inevitably involves turbulent motion, some of it quite rapid. Turbulence on this scale entails the kind of random motion that we in the earth's atmosphere would recognize as a noise. Within the sun's atmosphere, however, the result would be that energy is carried from places where there is a lot of it, as within the convection layer, to places where there is very little of it, as, for example, half a million miles above the surface of the sun. In other words, the argument has gone, the sun's corona has been kept at a temperature of a million degrees or more because of the energy transported to that region by acoustic waves generated within the outermost few hundred kilometres of the sun's sphere.

Until a year ago astrophysicists had good reason to be pleased with

this explanation. The acoustic explanation of the high temperature of the sun's corona would also be expected to apply to stars very similar to the sun in which the last stage in the transfer of energy to the interstellar space was accomplished by convection, but could not be so external temperatures are either very much greater or very much less than that of the sun.

This is why the latest X-ray observations have been such a surprise. All the stars within our galaxy which have been looked at so far turn out to emit X-rays, with the interstellar envelopes of temperatures a million degrees or more. The explanation may work well for the sun, there is every reason why it should not work for other types of stars in particular. So astrophysicists have set out to understand how it can be that all stars appear to have coronae. The inevitable fallback position they have taken up is the stellar magnetism must somehow be involved.

In my experience, the astrophysicists can be divided into two camps on this issue. Many are keen about it. Others, however, have been chastened by the recognition that what they have been saying in regard to stars must, evidently be wrong if they have been mistaken about the earth's nearest star for so long. How can they be sure that what they say about more distant stars is anything like correct?

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features



Chris Winn

Wrong on cue

Henrietta Dombey takes issue with

Audrey Wisbey's view that

music can be of

help to children

who are failing to read

Daily repetition of single notes on the glockenspiel or bamboo pipes is what Audrey Wisbey recommends for children who have failed to learn to read. Music should certainly be a vital part of children's early learning experience, but can it really help them to learn to read language?

In the first of her two articles in *The TES* (February 15 and March 21) she says that, in order to understand why intelligent children fail to learn to read, one must first understand the mechanisms of reading. The claim is reasonable, but the analysis that follows is seriously mistaken. The practices she recommends to help dyslexic children would, at best, be a serious waste of time in the teaching of reading.

Audrey Wisbey asserts that dyslexics fail to learn to read because of deficiencies in any one of three vital elements in the reading process: visual perception, auditory perception and the establishment of relationships between these. This looks straightforward and scientific, particularly when illustrated by diagrams of the working of the ear.

Unfortunately it is wrong. It contains fundamental misconceptions and omissions which invalidate her remedies. Taking dyslexia to refer to a failure to learn to read in children who seem to suffer no emotional, motivational or cognitive handicaps, I would like to examine her account of its causes, and take issue with her conception of the reading process.

She states that "immaturity of function" in the visual system leads to the misreading of "b" as "d", "was" as "saw", and so on. Every teacher of young children recognizes these mistakes; more than half of five-year-olds reverse letters and words in this way, and the errors persist in many normal readers until eight or nine years of age.

But her claim that such mistakes are evidence that these children are seeing reversed images, that poor control in the ocular muscles causes distorted images to be thrown on to the retina, is not supported by reliable evidence. Before we start desperately exercising children's eye muscles by getting them to squint down bamboo pipes, we should find out whether vision is at fault. There is evidence that reversal errors account for only 10 per cent of the mistakes of very poor readers at nine or ten.

Furthermore, dyslexics have been shown to be as capable of immediate visual recall of displays of up to five letters as good readers are. Difficulties tend to arise when they are asked to pronounce the letter displays, or recall longer ones. There is an accumulation of evidence to show that good and poor readers both perceive the same shapes, but poor readers may fail to code them effectively in their short-term memory.

There is no evidence that poor readers exhibit in any other context such bizarre visual distortions as Wisbey sees in their reading. No one has ever claimed that a dyslexic child sees its knife and fork reversed across the plate, or Biffy the bear kicking his friend on the right instead of his left. Do adult dyslexics turn right at Left Turn signs?

Of course there is a visual component in reading, but a child who has passed the visual test in the school medical examination will not be prevented by defective vision from learning to read. Audrey Wisbey claims that problems in auditory perception are another big cause of reading failure. She specifies that in the child, who cannot from his earliest years detect fine contrasts of pitch, tone, duration and stress, will lack the auditory acuity that allows us to recognize fine distinctions between word sounds. This is the basis of her argument on which her remedial programme depends.

However, of the features she identifies, three at least—pitch, tone and stress—are quite irrelevant to distinguishing between English phonemes, the sound units of which our words are composed. These

musical features are of no more help in distinguishing "t" from "v" or "a" from "o" than colour and size are in distinguishing tables from bookshelves.

You can have high stressed "a"s and high stressed "o"s just as you can have big green tables and big green bookshelves. "Cat", pronounced in a voice that is loud, high and harsh is composed of the same set of phonemes as "cat" pronounced in a voice that is soft, low and gentle. The features that matter are voicing, nasality, openness and others, but not those musical features that she identifies.

Audrey Wisbey is wrong in her claim that defective auditory perception is a major cause of reading failure. There is plenty of evidence to show that, apart from those with medically detectable hearing deficiencies, poor readers are quite as capable as good readers of discriminating between words with very slight sound differences such as "cat" and "cot" or "pin" and "bin". Furthermore, she has advanced no evidence to substantiate her claim that catarrh in the early years is the direct cause of later reading disability.

However, although there may be no clear audiological cause of dyslexia there may still be a real phonological problem preventing some children from learning to read. For, strange as it may seem to us, to whom reading is second nature, the ability to hear the difference between "cot" and "cat" does not automatically confer on the child the ability to split "cot" into a sequence of sounds.

If you have ever tried to play I Spy with a four-year-old, you will know that her guesses can be wildly unrelated to the initial sound that she is given. But if the child guesses "dog" to a given initial "f", it doesn't mean that she can't hear the difference between "dog" and "log".

For very young children, words are what they mean, not a sequence of arbitrary sounds. Studies of language acquisition have shown that most five-year-olds have acquired a knowledge of grammar that tells them how to make nouns plural, transform verbs into the past tense, construct complex noun phrases, and subordinate and co-ordinate clauses.

But, paradoxically, however hard you try to help a five-year-old to understand such terms as "noun" or "verb", you are unlikely to have any success. Many are unaware that even language is constructed of separate words. Young children have a complex but quite tacit knowledge of the rules of grammar. Their knowledge of phonology is also complex, but it may well be just as tacit.

Although such tacit knowledge has proved quite adequate to permit the child to recognise all the phonemes of her language and to produce most of them, it seems that contextual knowledge of the phonological composition of words is an essential prerequisite to learning to read, at least by phonetic or look-and-say methods. A number of studies have shown that those five-year-olds who can't segment simple words into their constituent phonemes tend to be

come significantly poorer readers than those who can.

Even at the level of decoding individual words, reading is a linguistic process, in which the reader's knowledge of the vocabulary and sound sequences of her language, her knowledge of which parts of speech and which meanings will fill a particular slot, all supplement the graphic information (the letters on the page) and combine to assist her in identifying a problem word.

In fact, in English these linguistic cues are particularly important, since the sound/symbol relationship of our writing system is notoriously complex. An ability to relate sound to symbol will not help the beginning reader to decode such simple words as "once", "two" or "there". Conversely, in any reasonable text, linguistic cues will soon help the reader to sort out "was" from "saw".

There is considerable evidence that children who are behind in their linguistic development are also retarded in their reading. And poor readers asked to produce the names of common objects take longer to do so than average readers and make more errors.

Even if we restrict our attention to the more intelligent poor readers, the results are still clear: poor readers scoring at a normal level on non-verbal intelligence tests have been found to score significantly below normal on a vocabulary test. Dyslexic readers at seven or eight have also scored significantly below normal on tests of syntactic skill.

It is not hard to see why these linguistic deficiencies should be associated with failure to learn to read effectively. Language can help with this complex task in two ways.

First, language can provide a means for coding visual information, enabling the brain to hold more information in the store of short-term memory and pass it on to the long-term memory. Children who have problems with this process may be helped by careful teaching of letter names.

Second, the child's tacit linguistic knowledge will provide her with a battery of informative cues to supplement the graphic information on the page. Children who produce verbal labels slowly and whose command of syntax is limited and hesitant are in no position to make sensible guesses about problem words.

In our attempts to find the causes of reading failure, we always look for deficiencies within the child. Teachers can help or hinder children in all the problem areas I have indicated. Teachers who effectively discourage children from guessing sensibly are preventing them from making use of their tacit linguistic knowledge.

Children are also prevented from using this knowledge when teachers ask them to read texts in language that is very different from their own. Teachers who do not help children to become aware of the phonemes in a word are preventing them from making any sense of phonic instruction.

There are all too many children who fail to learn to read with ease, not counting those who suffer from emotional, motivational or intellectual handicaps or the gross physical handicaps of deafness or blindness. What these children need, however, is not what Audrey Wisbey would like to give them.

Music and dance should be valued in their own right, not as spurious aids in the complex conceptual and linguistic task of learning to read. It is not surprising that there are many people like my eight-year-old daughter who are fluent readers, but who cannot sing in tune.

Henrietta Dombey has taught in primary schools on both sides of the Atlantic. She has been a lecturer at the London Institute of Education, at Goldsmiths' College, and for the past eight years at Brighton Polytechnic.

features

Caring the play way

There is a growing recognition that playschemes can prove crucial in catering for the emotional needs of children in hospital.

Yet those involved in such schemes describe the national situation as 'chaotic', as

Margaret Prosser reports

"There was ginger cake and custard for dinner and lots and lots of toys. Mummy brought me a toy too. Hospital is a little bit good."

So reads the open testimonial neatly pencilled by an eight-year-old, and displayed next to the Paddington Bear curtains and the Noah and Nellie cut-outs, on June Kossoff's "patch" in Edgware General Hospital in London.

As the hospital's Play Specialist, it is June Kossoff's professional aim to make hospital "a little bit good", not only for the patients in the children's ward but also for their parents and their brothers and sisters too. She puts it this way: "My job is about creating the right atmosphere, so that being in hospital, which must involve fear for the child and anxiety for the family and often pain and discomfort, can become a positive, strengthening and maturing process."

The role of Play Specialist, a post variously described in hospitals as Play Leader, Play Worker, Play Therapist or even Aide to the Occupational Therapist, has become a controversial one, especially in the light of the Department of Health's recent report on the role of play in hospitals. But it does mirror the ambiguity of the play movement within hospitals, and the uncertainty of health authorities towards it.

The play in hospitals movement is still not accepted as a ward priority by DHSS. The Platt Report was back in 1959 spoke of the need for organised recreation for children in hospital, and the Save the Children Fund has committed cash and expertise in pioneering the provision of play schemes.

But in 1970 the Expert Group on Play in Hospital concluded: "There are still far too many children's wards with none of the ancillary services to soften the impact of what can too easily be a terrifying experience for our children."

Ten years later that conclusion still applies, with many hospitals making do



June Kossoff, play specialist at Edgware General Hospital: "My job is about creating the right atmosphere." Right: children, and their families, are encouraged to make use of the play area.

by relying on the efforts of junior nurses and a couple of boxes of toys, or on well-intentioned but untrained volunteers.

"Chaotic" is how leaders of the play in hospitals movement describe the situation—although nobody can define exactly how chaotic, because hospitals collate their statistics in very different ways.

Where organised schemes do exist, they may be funded by the hospital itself; by the Save the Children Fund; by the National Association for the Welfare of Children in Hospital; or by a combination of these groups. Lack of funds, made even more acute by the cut-backs of recent years, underlies the haphazard nature of the system. In the juggling of priorities for hospital spending, play schemes, run by paid leaders, are still often seen as an expensive and expendable luxury.

But despite the financial climate, the number of playschemes in children's wards is growing. June Kossoff's is among the newest, with just six months of operating. She herself is the kind of person you would give your eye teeth to have next to you if you found yourself stuck in a life between the fourteenth and fifteenth floors. She has that certain calm that no amount of toppling brick towers or skidding trolleys in the playground could disturb.

On the day I joined her, she spent her whole morning caring for a distressed three-year-old, whose mother had taken in 10 days. The child had been admitted for a major emergency operation, and his mother had stayed at his side day and night, sleeping on a camp bed beside his cot. In her first absence, anxiety threatened to overwhelm him.

Fortunately, cases of such severe distress are rare. "If you had come yesterday you would have found me cooking all morning with the children. It's a

different scene every day," said June.

In fact, the only routine of the day lies in the beginning moments, when she laid out. Patients range from babies of a few weeks to children in their early teens, and all are encouraged, with mums and dads and brothers and sisters too, to use the play room.

Because of the age range, play resources must be comprehensive. And in this hospital any clinical image is finally dispelled by the free availability of "messy" materials, including sand, water, dough, glue and paint. Where children are unable or prefer not to use the play centre—a homely balconied room at the far end of the ward—toys are taken to their cots and cubicles.

June Kossoff works only in the mornings, but has the advantage of being part of a play team that includes a nursery nurse and a full-time teacher. Despite their common aims all three are employed by different agencies: June by the Save the Children Fund, to which the hospital makes a grant to cover her salary; the nurse, by the hospital; and the teacher, whose work is centred on play, but who does structured teaching when necessary, as in the case of children confined to bed for long periods because of broken bones—by her local education authority.

In encouraging siblings into the play centre along with parents, the play team is putting into practice the belief of hospital paediatricians that children get better faster with their family around them. This is a hospital where the majority of mothers "live in" with the younger patients. Parents even have their own tiny kitchen and a shower room.

It is an integral part of the Play Specialist's role to help alleviate the distress and anxiety of parents. Indeed, while June is organising activities for the children she can find herself also caring

for a mother whose child is in the operating theatre. Less dramatically, she may be gently supporting mothers and fathers who simply want to talk to someone who is not wearing an inhibiting white coat.

It is this relationship with the whole family which enables the Play Specialist to make valuable observations at regular meetings with the medical and paramedical team in charge of each patient. June Kossoff, for example, joins a weekly team meeting which includes the paediatrician, child psychiatrist, ward sister and probably social worker and health visitor. Once a month she also takes part in a ward meeting, which looks specifically at problems or needs arising in the children's ward.

Established and caring hospital play schemes tend to have in common a paediatrician sympathetic to the total play ethos. That is the case too for Play Leader Mary Digby, although she works in quite different circumstances from June Kossoff.

Apart from their different titles, Mary's full-time job is at Moorfield's, a specialist eye hospital in London. While the hospital employs her, it is the Friends of the Hospital who raise the money for her salary. Her patients differ too, in that they come to hospital either for eye operations or for assessment and treatment of visual problems, and not because of illness.

The majority of them will return to the hospital at least as outpatients, and as outpatients too will be encouraged to attend the play room, not only because play therapy forms an essential part of general paediatric assessment, but because the room is an Aladdin's cave where only nice things happen.

Mary Digby's first concern is creating the right atmosphere for children and their parents. "I call it the 'now' moment," she said, demonstrating exactly what she meant by handing out

features

Lessons of the masters

Joe Benjamin ponders the difficulties of carrying on the work of pioneering spirits such as David Wills, who died earlier this year



Photographs by Pete Adde

In my more cynical moments, I sometimes wonder to what extent obituaries in *The Times* and elsewhere were or are pre-written by the "dear departed" themselves.

Certainly no obituary of David Wills, who died on February 2, came anywhere near to matching the interview he gave to his friend, Shonon Rodway, director of social services for Merton, just before he died (see *Community Care*, February 2). Here he tried to explain his faith, the influences of early life—"I was brought up in a pious household, and we were all taught to be do-gooders"—and his personal approach to such idealistic concepts of self-government for, by and on behalf of young offenders.

Wills, I suspect, would have been sad to see such attempts at self-government instituted without the essential prerequisite of love. This is not to deny those obituaries that were—and will be—published; merely to point out, perhaps, that the "subject" is likely to be more direct, more honest, more analytical and more explanatory than any other person.

In my more serious moments, it bothers me that such books as Makarenko's *Road to Life*, Bazeley's *Homer Lane and the Little Commonwealth* and Wills's *Hawispur Experiment* (1941), *The Barns Experiment* (1945) and the even earlier *Q Camps* (1940), compiled by members of his employing committees, are noticeable by their absence from the reading lists of social, educational and youth and community work courses. Is it because such work is now regarded as history, or because we are deluding ourselves that we have absorbed the lessons of the masters, and taken on board both their theory and practice?

But where, today, will you see practical demonstrations of self-government among the delinquent and social misfits? Makarenko's Gorki Colony in the Soviet Union is no more; neither is Homer Lane's Ford Republic in the United States, nor his Little Commonwealth in England. I am doubtful that Nell's Summerhill will long continue as he himself understood and ran it, or, indeed, that it has much in common with the Summerhill he first founded.

We need, therefore, to examine the men themselves, before we attempt to understand the work they did. Having known David Wills only slightly, and then only, as it were, around a committee table, I cannot attempt such an analysis; nor, I suspect, could Wills or any of his predecessors. Makarenko was a committed communist, Homer Lane, by all accounts, an ebullient Christian, and Nell an aggressive atheist. Yet Wills, himself a devout Christian, could only say he had known "several admirable people, of whom Nell was one, who are atheists . . . but such people are rare."

Perhaps genuine modesty—humility—prevented Wills from seeing that—work-wise—he, too, was of this rare breed, and that religious, political or humanistic stands are irrelevant. There is, among such people, a purely personal faith—if

you like, a happy arrogance—which supports their belief that they are right, and that in the results of their work they can be judged.

Much has been made of the fact that Wills was PSW trained, and was the first person to have ever worked with psychoanalysts in a residential setting. Wills himself told Rodway that while this was true, what it did not bring out was that it was he who made use of the psychoanalysts, not the other way round.

Today we all tend to label ourselves as people who don't like labels, while continuing to get caught in the categorisation of the socially deprived, the maladjusted, the educationally disadvantaged, the truant and the delinquent. And with this we construct and further develop a society and social service structure which divorces us from each other, and from our own basic individual humanity.

Wills saw this very clearly, and refused to admit that there were any essential differences; that, simply, everyone, the young, the not so young and the elderly, are or should be the object of love. Yet it is this simple precept that is still beyond our own understanding.

The masters had it—all of them—and expressed it with humour, with rage and with emotion. (Makarenko, in despair at not being able to show his love, once put a gun to his head.) Wills himself summed up the problem faced by disciples; people who appreciate the theories, who build structures to incorporate the machinery of action, but who lack the oil of love to make them work properly.

A large number of people go half-way and take what one might call a not unloving attitude . . . but to take a really loving attitude costs so much that few people are willing to do it . . . so many institutions which set out to work in the way we have been talking about are not in the end very successful, because people have not been prepared to make the total commitment."

For those of us who are parents, teachers, social or community workers, therein lies the challenge. The philosophies expounded by the Makarenkos, the Homer Lanes, the Nellis and by David Wills are important, as are the structures, they created around themselves. But merely to "read and digest", to learn and to build comparable structures is, for many of us, to sugar failure. We cannot teach love; we can only practise it, and set examples. We can then begin to learn from each other.

Wills trained as a social worker more than 40 years ago, when "one had to be extremely objective and uninvolved". Social work theory and practice have not changed all that much, so I am glad to let Wills have the last word: "One has to be objective from time to time in assessing what one is doing. Objective at the case conference, but unobjective and deeply involved in all other aspects of the work."

Joe Benjamin is a senior lecturer at North-East London Polytechnic.

John Wain on a week's television

John Spurling

background to the music. Clemens, by contrast, has emerged from something like obscurity to some degree of recognition only in recent years as the programme's main reconstructor. His life in dramatic form, with actors, flanking the episodes with a commentary spoken in a series of interviews, is presented by Clemens himself. The result was very good in some ways, more aesthetically than in others. It is not a particularly informative documentary on British television, though of course the latter has more chance of being reliable. The Clemens programme will stay in my mind largely because of the excellent learning and teaching that Robert Duncan as the young Clemens and Ian Harvey as his mother. But of course Clemens is another interesting and courageous

Pop

out equipment at bargain prices. But why should augmented fifths and major seventh chords (the staple diet of Stevie Wonder's "Twisted"?). Ed Lee argues for a change in the teacher's role, in "Pop and the teacher," but, "Notation in Afro-American music is less convincing. His explanation of chord symbols while deluding your brain, with its literally interpreted, lead to unbearable disharmony devoid of part movements." Graham Villiamy has some interesting observations on the music section of Twickenham College Technology in his "Pupil-teacher music teaching." But pseudo-sociology is to the fore in his "Definitions of serious music in which he berates the music establishment. Is not the real trouble with many underground music teachers too much that they misjudge pop, that due to excessive reading, they cannot understand any music ear?"

Lionel Griggs

arts

Time to speak, time to keep silence

Nicholas Wapshott on 'Hollywood' and its legacy

It may be a little too early to judge, but Thomas Television's history of the American silent film, Kevin Brownlow and David Gill's *Hollywood*, may prove to be a turning point in the appreciation of silent cinema. We may yet come to describe the 50 years since Alan Crosland's *The Jazz Singer*, the landmark for the arrival of talking pictures, as pre-Brownlow and Gill.

The coming of films with a sound track was a ruthless technological change, a time when film making changed gear, ignored and often discarded the achievements of the silent days. The quality of the silent image, so important to silent film directors for it was all they had, took second place to dialogue. Film changed from an 'artist's medium' to a writers' medium almost overnight.

From then on, silent films became quite literally laughing stock. Only the silent comedians—Charles Chaplin, Buster Keaton, Laurel and Hardy, Harold Lloyd and so on—were regularly revived for popular audiences. The serious silent dramatists—D. W. Griffith, King Vidor, Cecil B. DeMille, Henry King—either adapted to sound film-making or left the business. Their silent work, on highly combustible nitrate stock, was left to disintegrate on shelves and only occasionally revived for film buffs and historians.

With *Hollywood*, which finished its first run last week, Brownlow and Gill hoped to impress and seduce a popular audience with the wonder of silent films in an attempt to rehabilitate the dead art. For this they restored the films to their former perfection by choosing the best prints, turning them to the correct speed, thereby removing the scurrying movement which made them look so foolish and inept, and finally replacing the variable musical

accompaniment with a fresh, orchestrated score. The response to their efforts has, on first evidence, been encouraging. By coincidence, the National Film Theatre has been screening a major retrospective of films made by Metro-Goldwyn-Mayer. The season includes many silent works, such as King Vidor's *The Crowd* which Brownlow and Gill featured prominently, and there has been an unprecedented demand for them. They have played to full houses which, before *Hollywood*, would only have attracted 50 or 60 determined enthusiasts.

It would be expecting too much for local commercial cinemas to revert to silent films, but success in the NPT might encourage the British Film Institute to be more adventurous in despatching silent dramas to play in their regional film theatres. At present the only straight silents to be given regular screenings outside London are those by Sergei Eisenstein (*Battleship Potemkin*, *Strike*, *October*) or Fritz Lang's *Metropolis*.

Although Kevin Brownlow thinks television is not the perfect medium for showing silent films, it is television networks, with their resources of money and time, which might make more effort to restore and screen silents. In direct response to the success of *Hollywood*, an unexpected company, ATV, best known for *The Muppet Show* and *Crossroads*, has taken the initiative in planning a nine-film season of silent cinema.

Each film will be preceded by a half-hour explanatory programme, presented by John Huntley, the BFI pretender governor, placing the films in context and showing contemporary newsreels. The season will include *Rudolph Valentino in Blood and Sand*, Douglas Fairbanks in *The Iron Mask*, Tom Mix in *Stunts of the Purple Sage*, John Barrymore in *Dr Jekyll and Mr Hyde* and Buster Keaton in *Steamboat Bill Junior*.

This experiment will be carefully watched by Leslie Halliwell, the



Garbo and Gilbert in a scene from 'Flesh and the Devil', 1926

author of *The Filmmaker's Companion*, who buys films for the ITV network. At the moment he is dubious of the merits of showing silents in their entirety and believes that, while large audiences can be attracted to compilations of extracts from silents, as in *Hollywood*, the full versions would only be of interest to a few. Until the arrival of ITV 2, says Halliwell, there is little chance of a commercial company being able to justify such small audiences.

The most obvious place for silents is BBC 2, which is already established as the channel for serious cinema. But the BBC have no plans at present for increasing the number of silents shown. They have

screened several silent classics, like Lang's *Metropolis*, but there is not likely to be a conspicuous response to the success of Thames's *Hollywood*.

This lack of enthusiasm from Halliwell and the BBC is good news for all people, David Gill, the co-director of *Hollywood*. Having taken great care to show the silent film at its best, with near-perfect prints matched to an appropriate score, he is glad that their work is not to be undone by showing the battered, stretched prints that are currently available.

To build upon the good reputation for silent films which *Hollywood* has reestablished, Gill thinks that every care should be taken

to screen silents as they were intended. They were the first mass of mass entertainment and it is a still within them and, with proper restoration, they could prove to be popular once again. To rush into action by showing silents in poor condition would be counter-productive.

To that end, in the summer Brownlow and Gill will be travelling to America to investigate the possibility of properly restoring a number of important silent films to pristine condition. It may prove an impossible task. The tangle of copyright laws, performance rights and ownership makes even the restoration of a otherwise unwanted and worthless length of rotting film stock a difficult negotiation.

Meanwhile, Brownlow and Gill may be satisfied that they have revived an interest in a popular means of entertainment which otherwise might have disappeared. They were only just in time. More prints have already disintegrated beyond repair. Others are muddled, stretched, scratched and rusted so that it would be difficult to restore them even if the original structure of the picture was known. Other masterpieces, such as Erich von Stroheim's *Greed*, are in trouble while being made available to audiences or whole reels missing.

At the very least, the success of *Hollywood* is going to change the way that film buffs view silent cinema. Last October the National Film Theatre celebrated Brownlow and Gill's achievement by screening seven major silents at the top speed. Ironically, in the same month they showed *Alma Deutscher's* *Robt. Reed*. It should be noted that the film was shown at the NPT slowed it down so that it lasted three hours. It is that sort of blundering, insensitive error which may now be banished. And, who knows? Before long they may be digging an orchestra pit in NPT.

books

Memoirs of an academic millionaire

Gillian Peele reviews Professor Galbraith's essays

Annals of an Abiding Liberal. By John Kenneth Galbraith. Andre Deutsch £6.95. 0 233 97209 9.

John Kenneth Galbraith has had an extremely varied and unusual career. After an initial degree in animal husbandry at the Ontario Agricultural College he moved to the United States where he distinguished himself in the sixties as President Kennedy's Ambassador to India. In between his successful popularization of the dismal science turned him into that rarest of species—a self-made academic millionaire—and allowed him to indulge with refreshing honesty his preference for expounding his own opinions to listening to those of other people. For those who share Professor Galbraith's view that modesty is a greatly over-rated virtue this collection of essays, united only by the theme that the author wrote them, will be a stimulating and witty work; and even for those who are not so sure they share the principle tenets of the Galbraith *Weltanschauung*, there is a great deal of information and insight into American political and academic life as well as a good deal of amusement.

The first chapters of the book introduce the reader painlessly both to some of the key concepts of Galbraith's economic theory and to the objects of his scorn and derision. The essay entitled 'The valid image of the modern economy' ought, perhaps, to be required



reading for British adherents of monetarism and the idea that a return to the free market will cure the ills of our society. In the essay, Galbraith chides economists for perpetrating the image of an economy consisting of a large number of firms dedicated to the maximization of profit and subordinate to something called 'the market'. As in his longer works, Galbraith is anxious to establish that the correct

image of the economic system is not of a single competitive and entrepreneurial system but of a double or bimodal system. On the one hand there are, it is true, still a very large number of small businesses contributing perhaps half of the private economic product. In America these ten or twelve million firms—farms, services and small in his longer works, Galbraith is anxious to establish that the correct

economic theory alive. But the other half of the private product is provided by a very much smaller number of vast internationally-organized corporations which so far from being subordinate to the market, can impose their prices upon it. Such corporations as General Motors, Exxon and IBM can deploy not merely market but also political power (as Galbraith points out ITT has now become a 'code reference' for improper influence through many other large corporations wield their clout more subtly); and, because the corporation has the power to maintain prices, it is not very responsive to changes in fiscal and monetary policy.

Thus one can have, according to Galbraith, the simultaneous experience of inflation and recession, rising prices in the corporate sector and falling prices in the entrepreneurial one.

Professor Galbraith is acid about the inability of neo-classical faith in the market to cope with the novel combination of politically unacceptable unemployment and socially damaging inflation: 'modern medicine' he says, 'would not be more out of touch with the world if it could embrace the existence of the common cold'. The remedy is clear. It is a prices and incomes policy which uses fiscal and monetary policy as a supplement not a substitute.

The economists and politicians who are too blind to see this simple truth are not spared the lash of Professor Galbraith's pen or rather, as he is at pains to tell us in his discussion of his regular writing habits, his typewriter. Poor William

Simon, former energy 'czar' and Treasury Secretary, is castigated for his attempt to defend free enterprise in a book with a preface by both Milton Friedman and F. A. Hayek. Indeed Galbraith seems to doubt whether William Simon actually wrote *A Time for Truth* himself, just as he comments on the Nixon memoirs that 'as committee work goes' the book 'is not badly written'. And Irving Kristol, editor of *The Public Interest* and a prominent neo-conservative, is dubbed a 'truly devastating force' against what are allegedly the key-stones of his own economic thought, though Professor Galbraith admits that Professor Kristol is reluctant to concede the devastation wrought on his arguments.

Not all the essays are about these familiar themes of Galbraithian economics, however. There are pieces on Evelyn Waugh and Tolstoy and a selection of essays on political heroes and villains from Adlai Stevenson ('thespian') to Robert Vesco ('a simple dull looter'). These are reflections on the Hiss case and on the author's personal encounters with the FBI. Finally, there is a lot of travelogue. Since we are reminded how commonplace international travel now is for the masses, the reader might be forgiven for yawning when informed in detail about how immigration officers examine passports at Leonardo da Vinci airport or that the movie on the plane to Tehran had only half-finished when the Pan-Am touched down. Here Professor Galbraith might have benefited from the old-fashioned idea he allegedly learned from Harry Luce: brevity. The travel essays apart, however, it would be an unusual reader who could derive no enjoyment from this latest offering from an unrepentant captive of American liberal ideology.

A decade, grave and gay

David Martin

The Seventies. Britain's Inward March. By Norman Shrapnel. Constable £7.50. 09 463280 4.

At the end of your life they say you may experience the whole variegated texture of every moment in a concentrated flash. You are comprehensively subject to the most comprehensive review of your past self. Likewise, at the end of a year television may compress the past scenes of the previous 12 months into an hour. The producers extract an anthology of things which have happened in the year, and by way of piquancy, shock and irony, alongside this pictorial record they place a linking narrative, which is a retrospective diary scored for emphasis, marked for laughs, with attendant query marks as to the underlying trends and likely outcomes in the future.

Norman Shrapnel's *The Seventies* is just such a retrospective diary, with its first approximations to history and interim moral judgements. It has been produced at express speed in order to appear fully after the close of the decade. No doubt the demands of the decade, and the time before and required only the final additions for the close of 1979. All the same, such exemplary speed on the part of the author and publisher is remarkable.

Of course, this book is very well written in that every sentence is nicely turned and every notion carefully clear. The trouble is that the

bright, vigorous style of a top political journalist and drama critic doesn't necessarily provide the substance of a whole book. A cavalcade of images, bowing on and off, introduced by a compère, doesn't even amount to instant history. The compère is too smart and manipulative, and as he patters on about tragedy and farce he becomes offensively easy in his manner. Exit two Poppes. Enter Margaret Thatcher. That is the measure of the book.

You have the style of it in part of the blurb. 'Never was there such a Royal cavalcade. Royal mania could be said to substitute thwarted religious urges. Or was inertia at the centre that drove people to their own extraordinary spiritual urges' (Zen, Yoga etc.). The superficiality is quite relentless and the linkages are devised mainly to keep the prose moving. 'Maybe' could be and 'perhaps' permit the author to keep pressing on and on in mildly speculative vein. The whole performance is so effortless because it encounters no question of weight or substance. Everything is tossed off or tossed up. The blurb calls it erudite but I am more disposed to call it 'knowing'.

There is some sort of thesis to the book in order to give it colour and shape and to provide lines on which to hang examples. In Mr Shrapnel's view Britain in the seventies undertook an inward march. He charts a turning of the permissive tide, which indeed seems to have begun in 1970, and ended with the staid persistence of the foggers. The fashion mix-ups between mini and maxi which marked the first years had solidified by 1979 into a hard, expensive-looking elegance, with slim lines, a return to the profile, and a hint of menace'. Turning to pop music, Mr Shrapnel makes a parallel comment. 'Get born in the late forties or early fifties and you could be a Flower Child; leave it until the later Fifties and you had your name down for the Punks'.

Not to be too hard on Mr Shrapnel's cavalcade, he has some interesting comments to make on the appearance of a new ruthlessness and aggression in civic and public matters, exemplified in a willing nays to put other at risk. Certain sedimented tendencies and constraints seemed to have been eroded. Observing such a social scene it seemed understandable to write in terms of a crude utilitarian calculus operated both by individuals and competing groups.

It was comparatively easy for the printer or a bank employee... to take a reasonably objective view of a car worker's or a train driver's grievance, and vice versa. Everybody was fed up with the reflection of themselves in the mirror of other people.

If you like passing shows, neatly contrived and easily digested, you will like this book. Otherwise pass by. The blurb claims that the urge to write such a retrospect as *The Seventies* was 'irresistible'. My view is that anything as irresistible as this turns out to be needs all the resistance it can get.

Among this week's contributors:

Charles Hannan is senior lecturer in education at Bristol University. David Martin lectures in sociology at the London School of Economics. Gillian Peele is fellow and tutor in politics at Lady Margaret Hall, Oxford.

Randolph Quick is Quin Professor of English language and literature at the University of London. Charles Hannan is senior lecturer in education at the University of London. Mary Johnston is deputy warden of the North London Science Centre. R. B. Robinson formerly lectured in

the teaching of geography at the London Institute of Education. John Gribbin is author of *This Shaking Earth* and *Weather Force*. John Spurling is at present working on the second of his British Empire series.

More matter with less art?

Ken Robinson at two conferences on the arts in education

One effect of the recent welter of attempts to sort out what schools should be doing has been to cloud the picture of what's actually going on. Two things, however, are clear. One is that there has been a groundswell of activity and interest in arts which has considerable significance for education. The other is that most of the 'essays', 'frameworks' and 'views' of the curriculum have chosen to ignore it.

Two national conferences took place last week which set out to clarify various aspects of the arts and education and to consider practical strategies for the future. The first, at Queens College Oxford, was organized by the National Association for the Advancement of Music (NAAM) and the Association of Music Teachers in Schools (AMTS). The second, at the Arts Council of Great Britain.

The Arts Council conference was the first in a series on educational issues. Previous ones, having looked at The Arts and Adult Education, The Arts and the Universities, and The Arts and the Schools. This latest gathering looked specifically at the work of professional artists and arts organizations in relation to education. The conference came about through the initiative of Sir Roy Shaw, Secretary General of the Arts Council, and Irene MacDonald, their first Education Liaison Officer. This post, originally made possible by a grant from the Colston-Gulbenkian Foundation, is soon to be paid for direct by the Arts Council and this marks an important development in policy.

There are currently three main forms of contact between professional artists and schools. First,

there are the specialist arts education companies such as Theatre in Education and Dance in Education. Second, there are schemes which place individual artists in educational settings for specific projects, such as the Arts Council's Writers in Schools and third, there is direct liaison between professional companies and education. Robert Rambert, The Royal Opera and London School of Contemporary Dance are among an increasing number of companies now employing education officers.

These developments are borne on important changes of attitude in the arts and in arts education. Arts work in schools has been frequently misunderstood. Its image, varying from sheer self-expression to bona fide instruction, has been a source of confusion. In its heyday, in the 1960s, it was seen as a means of disciplining modes of enquiry and learning. Participation and appreciation are dependent on the aspects of children's experience of the arts. Behind them is the fact that adult artists should deepen their understanding of the work and enrich their own expressive activity. Individuals and companies are, I think, becoming increasingly conscious of this and also of the significance of their skills and commitment rather than simply tools for business. There are problems in teaching these contacts, however, and the contacts brought many of them to light.

Professional barriers don't fall down as the drop of an Arts Council grant. Protectionism is rife in

at a time of cuts. Effective liaison is a sensitive affair and needs careful managing, preparation and follow-up. Confronting a poet with a class in total ignorance of each other has no guaranteed results, artistic, educational or otherwise. And one bad experience can linger for a long time.

Moreover, if the arts are to become an intrinsic part of the formal curriculum, contact with professional artists should be seen, as John Stephens, Senior Music Lecturer with LEA argued at Cambridge, as a basic educational right and should be free of the ad hoc charges school children commonly have to pay. The major obstacle to all of this, of course, is the low political status of the arts in Britain generally as reflected in the trivial levels of public subsidy.

The accountability movement tends to pictures the arts as disposable luxuries. Its centrepiece is the idea that schools should be 'geared more directly to the world of work. Watching the rise in unemployment some supporters of the arts have seized the moment to argue for them as forms of leisure. Whether the long term unemployed will think of themselves as leopards remains to be seen. The arts may be recreational, but there's something rather different about pictures the arts as disposable luxuries. Its centrepiece is the idea that schools should be 'geared more directly to the world of work. Watching the rise in unemployment some supporters of the arts have seized the moment to argue for them as forms of leisure. Whether the long term unemployed will think of themselves as leopards remains to be seen. The arts may be recreational, but there's something rather different about pictures the arts as disposable luxuries. 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books

Elephant man

Jan Stephens

The True History of The Elephant Man. By Michael Howell and Peter Ford. Allison and Busby £6.95. 85031 353 8.

Enigma was one of the novels he enjoyed—he read a great many as well as the Bible and Prayer-book—and the beautiful Princess of Wales came to sit with him and wasn't a bit repelled, and once they smuggled him into a box for the Drury Lane pantomime, which he took to have a life of its own, and in the summer he was enabled to spend six whole weeks in the country, wandering peacefully about just listening to the birds and picking flowers. The final prospect makes the book bearable. For this was the unfortunate young man Frederick Treves first saw in a rare show in the Whitechapel Road and who was afterwards robbed and abandoned in Brussels by his Austrian manager. The deed was all the crueller because he couldn't speak properly and was so hideous that one cross-channel skipper refused him a passage home. It is good to know that there were Good Samaritans. Joseph Merrick, the Elephant Man, is believed to have suffered from what is now recognised as neurofibromatosis but which little was known in the 1880s. According to his own brief autobiography, which might almost have been

written by DeFoe, the disease did not come upon him until he was five. His mother, of whom he retained almost his one happy memory, died when he was 11, and his father married again, giving him the classic heartless stepmother. His growing disabilities—a skull three feet in circumference, a monstrously enlarged right arm, slightly awry of flesh hanging down from various parts of his body—prevented him from getting work or caused him to lose it. From a long and miserable sojourn in the workhouse he escaped by offering himself to a showman who dealt in freaks—a pathetically realistic decision. During all this time his only friend was an uncle, one too poor, however, to be able to take the lad into his own keeping.

It was when Merrick returned from Brussels in a state of collapse that he was rescued by Treves, a surgeon at the London Hospital, who broke all the rules by taking him in as an incurable. An appeal in *The Times* led to the opening of a subscription for him, and he seems to have spent his last years contentedly—he was 29 when he died—in two rooms in a quiet courtyard which were turned into a flat for him. Though some of Merrick's earlier life still involves surmise, the authors have been at pains to omit nothing, not even the detailed story of anyone slightly connected with him. The pictures explain why Treves would never let his patient have a looking glass.

When the shell cracks

Charles Hannam

People not Patients. By Peter Mittler. Methuen £7.95. 416 72710 7. Growing up in Care. By Barbara Kahn. Basil Blackwell £12.00. 631 12171 4. £3.95. 12161 7. Children, Grief and Social Work. By Gill Lonsdale, Peter Elfer and Rod Balford. Basil Blackwell £9.00. 631 12191 9. £3.25. 12181 1. Therapeutic Communities. Edited by R. Hinshelwood and Nick Manning. Routledge and Kegan Paul £9.50. 7100 0109 6. £5.50. 0108 8.

The grass is no greener outside our education plot but it will pay us to look at the brown patches over the fence. Social workers are prepared to admit that it is not all the school's fault; and teachers also know that problems cannot just be shelved or shunted to another agency. These four books deal with situations relevant to teachers. Professor Mittler's *People not Patients* is written by luminous common sense. There is more in it than just a "new" approach to mental handicap. He splendidly combines medical, psychological and educational wisdom and this is coupled with a passionate concern for the rights of the handicapped. "The way a society goes about identifying its handicapped tells us

more about the society than the handicapped." Specialists will know of Professor Mittler's reports and work produced by his team; those not immediately involved should look particularly at the discussion of IQ, social competence and parent involvement. The incisive clarity will help.

On March 31, 1977, 36,000 children had been on Care Orders for more than a year and another 3,100 were waiting to be placed. The numbers increase every year and inevitably these children will be in schools presenting their particular needs and problems. Ten young people who had been in care for most of their childhood met and talked about their lives. Growing Up in Care consists of their accounts.

It was not all misery and deprivation; indeed the mindless sympathy sometimes extended to them was very much resented—to them, living without parents was the only way to life. They faced, being singled out: no medical at school (what was done at home) and not having to pay dinner money when the majority paid. Frequent changes hurt: "It's the coming and going day the shell cracks." This is a sympathetic yet unsentimental book useful for those with counselling and pastoral responsibilities.

Teachers do not have to cope with such "unthinkable" disasters such as the birth of a handicapped child

and the early death of babies or children in their professional capacity as often as medical or social workers. Because of my own personal experience I can say the events like this are often handled badly; bitter and deep scars are left.

Children, Grief and Social Work gives honest and often moving accounts of how a small group of social workers tried to cope, and the book is to be strongly recommended to any family in such similar work. Despair and pain are too easily covered up; time and maturity are needed to help us come to terms with the inevitable and we can be helped.

Therapeutic Communities presents papers given by professionals who work in institutions and whose aim is to make them more humane and helpful. One recipient of therapy, "Nick", a former patient at the Henderson who was equally have ended up in a prison, writes about his own growth and maturity in a therapeutic setting. There is a good chapter on the Tavistock analysis of the task by I. Menzies which will interest anyone involved with the management of innovation. Large numbers of papers presented at conferences do not make easy reading but if you are more concerned with social problem solving and maturity rather than enforcing mindless conformity, this could be a valuable source for further study.

Teachers do not have to cope with such "unthinkable" disasters such as the birth of a handicapped child

Ask it a question

Lois Rodgers

Facts in Focus. Fifth edition. Compiled by the Central Statistical Office for Britain Reference Books. Penguin £2.50. 14 051 053 2.

The present edition centres on the number of weeks before the termination of pregnancy is politically acceptable. The dinner party conversation on the subject had reached the heated argument stage when I brought out the new edition of *Facts in Focus* information on the number of weeks at which the majority of abortions took place and to whom. Single women under 25? Married women aged between 34 to 40? Women with four or more children already? The Health Service offered abortion status or by age or by location (NHS: hospitals or private clinics). Also, not in combination. The number of weeks at which termination occurred remained buried in *Handbook of the Office of Population, Censuses and Surveys*. The "new dimension" to the publication of statistics which the CSO hoped could "settle the facts of an argument more often than not" retains the fact that the government statisticians, some time ago, often than not the questions the tables are de-

signed to answer are those of one dimension only—anything more complicated means going to those specialist publications where exact volume was supposed to eliminate for use in the home.

If it doesn't answer all your questions, what does it do? It is a pocket-sized version of the admirable *Social Trends* without the comprehensive range of subjects, the commentary and just over £10 less in cost.

The graphical representations offer many subjects for discussion. How has the age composition of society changed between the 1901 census and mid-1978? The broad base of the under 15s remains roughly the same, just over 12 million in both cases. But, the peak has shifted, the over 75s, has increased dramatically from some 3 million. Better housing and medical care are partly responsible for increased life expectancy (Population, page 18). What about the effect of the Clean Air Acts on pollution? The steady increase in the number of hours of winter sunshine recorded by the London Weather Centre in High Holborn over 20 years to 1978 is shown to nearly reach the hours at Kew Observatory. The graph also shows,

unfortunately, that Kew is no longer as pollution-free as it used to be. Since 1970 a slight decline is evident. (Could this be the result of the increase in air traffic at Heathrow?) (Environment, page 37).

There are also curious juxtapositions in the arrangement of some material which could lead to invalid cause-and-effect explanations. Is the reason for the halving of both league football attendances and cinema admissions since 1962 the result of the 75 per cent increase in television licences? The graph says nothing of increasing violence on the terraces or the greater accessibility of the television set to families having more money to spend on consumer durables. (Leisure, page 137).

The Education section does offer a compact over-view since it shows the best of the tables in the six volumes of *Statistics of Education*. It also offers, in a limited number of cases, what those six volumes do not—separate information for Scotland and Northern Ireland. The one dimension question it could answer is, "What is the proportion of pupils in the maintained sector now (1978) attend comprehensive schools in comparison with 10 years ago?"

Longman and Mr Sainsbury started out not unlike the newsagent ("Sainsbury's shop"), they have interestingly diverged in their official graphic form today.

Sainsbury's are opening a new branch... Barclays are issuing a new credit card... Longman are publishing a new book...

Here we see three ways in which received different treatment in the course of time. Barclays seem to have accepted the logic of their plurality, by keeping the s but dropping the apostrophe. Sainsbury's stayed put, perhaps influenced by the rule that while in most words a y after a vowel letter can be followed by an e (compare day, day's), a y after a consonant normally cannot (compare fury, furies)—though in fact we are apt to write "the Sainsburys" and "the Longmans" have had a daughter. The name Sainsbury could have gone the same way. Barclays—and for a long time they did, despite schoolboyish jests that the name ought to be "Longman"

and the more serious difficulty of wondering whether an apostrophe ought to come in after the e in expressions like "Longman's Library". So a different solution was adopted, deleting the s of either possession or plurality. But although it is perfectly natural that we should use plural verbs and pronouns with firms of these, irrespective of the form of their names, it does not prevent us from getting into difficulties when we time to time and showing that we feel a clash between grammar and meaning. A few days ago we read in a "quality" newspaper the comment: "BL deny that it is hostile to the plan"—where of course BL is plural and it is singular. But there are other ways in which an original genuine can give us trouble. Within the past few days, a firm that is moving to new premises in SW1 telephone us to ask how on earth they should spell the street name on their new letterhead. The street in question was St James's.

Randolph Quirk and Janet Whitford

A whaling ship his Yale

Edward Neill

Melville. By Edward H. Rosenberry. Routledge and Kegan Paul, £5.25. 7100 0389 9.

A whaling ship was my Yale College and my Harvard, said Melville, Melville's surrogate in *Moby Dick*, perhaps with a side-glance at Harvard-bred R. H. Dana, Jr. of *Two Years Before the Mast*. It is of Dana's Yale that Melville wrote what he made of his experience as well as what it made of him.

Even in his early, popular travel romances, *Typee* and *Momo*, however, Melville was, as Professor Rosenberry makes clear, more than a South-Sea-Bachelor before the onset of tourism. He was aware from the outset of the ironies of contact with "kindly and hospitable" "savages" (the children themselves being, as he put it, "a lecture, the most barbarous, unchristian, irreligious and devilish creatures on the earth"). But he



Herman Melville at 42.

Pater as cult-hero

Valerie Grosvenor Myer

Walter Pater: The Critical Heritage. Edited by R. M. Sellar. Routledge and Kegan Paul £11.50. 7100 0380 3.

Who can see the Mona Lisa without activating a mechanical inward recorded chant of "She is older than the rocks on which she sits; like the vampire, she has been dead many times."

We inherited the Pater legend: brilliant, art critic, model for prose style, a strangely neglected genius, despite an international reputation. The scholarly introduction to this book points out, Pater's disciples in the arts, bequeathed by Philistines, built him up into a cult-hero. It is as art critic he is chiefly remembered today: *The Renaissance* gains status from libraries, while the rest of his work is under-estimated.

It is easy to get the impression that the cult of "beauty" won the day easily then, but has now been outmoded by scholarly discovery. This book, an indispensable anthology and bibliography of cultural history, shows that the objections we are likely to make today were made at the time. W. J. Courthope, in 1874, noted that "the literary memory acquired by perpetual reading, uncorrected by actual observation, is really of a kind to make that acute sagacity which is necessary for a judge".

Emilia Pattison, in 1873, accuses Pater, justly, of detaching art from its social and historical context: "Mr Pater writes of the Renaissance as if it were a kind of sentimental revolution having no relation to the conditions of the actual world." Sarah Wither, in a sagacious essay (1875) writes: "Mr Pater's fantastic pen finds material for exquisite elaboration and overlying with mystical em-

broidery." Why, she wonders, does he have to write of "Lady Lisa"? Yet Emilia is known only to specialists. Sarah is forgotten and Pater's memory lives. Why?

The much-anthologised passage on the Mona Lisa must have caused more baffled rage among earnest seekers after cultural enlightenment than any other. W. B. Yeats did not help matters by chopping the passage up into chunks and printing it like that in the first *Oxford Book of Modern Verse*. The other Paterisms that every schoolboy knows are that "all art aspires to the condition of music" and the injunction to young men to "burn with this hard, gem-like flame". Pater's litanies are political, a propaganda exercise by the aesthetes against the moralists and Philistines. His influence on succeeding art critics was a disaster. It is reassuring to learn that Victorian critics, too, found Pater's assessment of Michelangelo's massive achievement as "strength and sweetness" inadequate, indeed perverse.

The book includes no studies later than 1911, which we must regret. Sir Kenneth Clark's sparkling introduction to the Fontana edition of *The Renaissance* is mentioned with the respect it deserves, but there is no room to reprint it. Sir Kenneth imported into that edition Pater's essay on Raphael (who finds no place in the index of the Critical Heritage volume).

We are grateful to Pater for appreciating the philosophical importance of Raphael, the painter Ruskin had no time for. Why, one wonders, could not Pater write more like this, more often? The answer is that he took it for granted that his readers shared with him an intimacy with the works of the man Pater chose to call "Pico della Mirandola". Source-grubbing seemed to him a waste of time.

Dance of today

Modern Ballet. By John Percival. Herbert Press £6.95 and £3.95.

Martha Graham once said that there were two kinds of dancing: one good and the other bad. Her words were no doubt intended to be an end to one of those bitter arguments over the respective merits of the classical ballet and the modern dance. Just as some people write off the classical ballet as irrelevant, the modern choreographer who still profoundly distrusts the experiments of parts of the modern dance world. They point to examples of what they regard as a lack of intellectual content, an abandonment of form or structures, and the role of the audience. This book makes no attempt either

to explore or comment upon the aesthetic and moral principles behind these diverse visions. It sets out a straightforward description of modern ballet as it is. As ballet critic of *The Times*, the author uses his international experience as a critic to describe concisely the work of the most influential of the modern choreographers, composers and designers from New York City Ballet to the Netherlands Dance Theatre. He also briefly fills us in with the dance background from which all this has emerged. The result is not only an update, but a complete rewrite of a book with the same title that the author published 10 years ago. Rosemary Mortill

books

was also aware of the dangers of becoming a hot-water and of his Polynesian world as "the last outpost of natural man in a state of ecological grace".

His first books, as travel romances, were wildly popular and he determined to transcend them. In doing so he also transcended his public, through the undigested bookishness of *Mardi*, the unblinded depths of *Moby Dick*, to the poetizing about the Civil War of his last years, which his wife described as a "dreadful incubus" that has undermined all our happiness. In a slightly broader sense the "dreadful incubus" was simply the obsession with writing itself. Melville's writer as driven and remorseless as Melville's Ahab in pursuit of the whale. Paradoxically, he even finds his success in failure (he explored the paradox in *Pierre*). Melville spent his declining years as "Inspector No. 75" on the New York waterfront, surrounded by what his superiors called "inexplicable logics" in an "asylum for nonentities".

It was not, in fact, until the onset of the institutionalizing of the study of our native literatures in England and America in the twenties that Melville's reputation lifted-off. Perched as he is on a mountain of commentary, Edward Rosenberry charts Melville's spiritual voyage with admirable economy, from "The Time of Melville" through "Melville in his Time" (I like the shuffle) to considerations of *Typee* and *Momo*, of *Mardi* and *The Confidence-Man* as "Philosophical Allegory", *Redburn* and *White-Jacket* as "Novels of Character and Intuition", *Moby Dick* as "Epic Romance", *Pierre* as "Social Novel", *Israel Potter* and *Duffy Budd* as "Historical Romance" and due consideration of the short stories and sketches, and the poetry, in which, on the whole, his genius did not show to best advantage. The "bibliographical notes" are excellent.

The conclusion of the book (170 pages) is a welcome feature. But sometimes the effect is too neat. To say, in the biographical chapter that "By 1885... he could count his blood losses: his mother, his

brothers, two sisters, and both of his sons—one by suicide" without further amplification is tantalizing. To say, in the historical section that "The survival of the union itself was brought to the test when the vital and irreconcilable interests of two carefully balanced sections of the country reached the flash-point of hostility in the spring of 1861" is to substitute roundabout for historiography. With this goes a certain critical flaccidity which fails to present Melville's greatness in true relief.

For example, after admitting that although Ishmael the narrator mediates the substance of *Moby Dick*, which is as it were the objectification of his own internal conflict, "in the final 25 chapters there is no overt sign of a narrator's presence at all". Yet Rosenberry claims that "it is difficult to see how a fictional narrator could be used with greater economy or to stronger effect" and conclusions of this kind are dismissed as more connoisseur of literary technology. But with all its faults the book is a welcome one and one is duly grateful.

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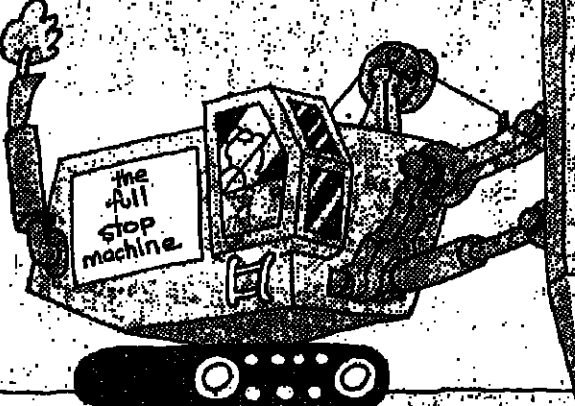
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APPROACHES TO HISTORY

STARTING POINT FOR A NEW DEBATE

By John Robottom

This article discusses some of the implications for history teaching of the HMI paper *A View of the Curriculum* published in January. It was first commissioned from my friend, Tony Howarth, who died unexpectedly on March 6. It was a task for which he was well qualified.

Twelve years a history teacher and eventually a much-respected, innovative head of department, he had become a prominent reviewer of books and resources, writer of scripts for stage and television and author of *The World Since 1900*, a textbook which is a remarkable combination of erudition, scrupulous attention to detail, concern for history's losers as much as winners and, above all, respect for the young reader as a person to be addressed as a moral and sentient being.

Here the formal qualifications merged into the essentially personal of which I am painfully aware as I worked with Tony two days before he died. It was a time like many before: vigorous argument about the book we were planning, punctuated by flashes of mordant comment about what teachers, including himself, did to children, evocations of pupils he had taught, and constant questioning about the point of it all.

Several times we broke off to consider what he might say in this piece. What follows has its start in point in that well-remembered day and in some notes he left but, sadly, I alone am responsible for the final product.

The paper argues for maintaining some study of history "as a basic ingredient in general education" from the ages of 14 to 16, strongly implies a deliberate preference for history over other subjects in the social studies or humanities field so inevitably, it has been rumoured that this represents little more than victory in some corridor skirmish for the DES history faction over the sociology intervention.

If that were so, the subject which might now go into every 15-year-old's timetable would be that "new history", derived from taxonomies of skills and concepts and emphasising the use of contemporary evidence, which has its weighty advocates from the DES, teacher educators and curriculum leaders. I think this is a shallow, and per-

haps wishful, interpretation. It seems clear that the anonymous authors do intend to open a quite new debate, on the question of the content which would provide what Tom Haste called in the last *History Supplement*, "the basic historical information adults need as part of the furnishing of their minds". Indeed, the key sentence in *A View of the Curriculum* is a starting point for such a debate. It reads:

"A proper appreciation of the culture and traditions of this country, and of rights and responsibilities in a democratic community, requires some historical perspective; so too does a better understanding of the changing nature of our society in both its technological and multi-cultural aspects, and of the increasing interdependence of nations."

It would be very easy to dismiss this as over-simplistic nonsense and ignore the fact that it is directed at a function of school history well accepted in most other nations, of providing a sense of continuity and a link with the past. It is a link which has long and honourable antecedents in Britain. In the year of the battle of Jutland a guidebook for history teachers had this to say:

"It seems so obvious that a person understands the value of naval supremacy better if he has heard of the Battle of Trafalgar than if he has not, that we are in danger of forgetting that it may be as important that five million people should know of these two facts as that five thousand should draw more advanced conclusions."

History teachers might well ask themselves whether the effort to show children "the skills of the historian" is not really aimed at leading the comparatively few to advanced conclusions. Does this fashionable exercise not carry the message that history is ultimately an absurd study because its practitioners appear to set out to disengage the past from the present?

As Geoffrey Savacouagh commented, the effect of revisionist studies of King John, Richard III or Simon de Montfort is usually to lead to the conclusion that "they were pretty much men of their time, anyway".

Nearer to our times, Tony Howarth showed me some empathy exercised on the nineteenth century poor law. He distrusted them any way as manipulative—"empathy as

objective, the empathetic child as output"—but his particular complaint was that they gave no hint that the "pauper" was the great grandfather of today's redundant worker or old age pensioner rather than just another image of misery to be gazed upon by the young and the curious.

The substantive issue is whether that key sentence in the DES paper offers acceptable ways for the 1980s of up-dating the 1916 emphasis on the value of naval supremacy. The reference to culture and traditions opens up far more, as he acknowledged, than Tony's portrait of HMIs no longer green in each other's "Taxonomy rules O.K." but "Stab me, vultures" and "Odd's bodkins".

It could be the starting point for the sort of history which actually ends up convincing the child of the common man, especially if urban and still more if from a recently settled family, that he and his kind have no heritage worthwhile enough to be acknowledged in the classroom.

Let us hope, too, that this phrase is not seized upon by enthusiasts for education for leisure. A still more worrying question is whether the phrase about "rights and responsibilities" and "changing technology" indicate a hankering after a hortatory history, one which is addressed chiefly to the sources of our present national pickle.

That fear brought to Tony's mind a televised debate in which a young woman had offered her explanation for the present state of economic affairs. It was, he thought, a pretty fair summary of her two-year O or CSE course in social and economic history—the nearest thing we now have to common core syllabus. A century ago, she said, we were the dogs as a result of the Industrial Revolution and living in the HQ of the "world's greatest empire"; then came the trade unions, social reform and the welfare state and the man began to prefer the dog to the wolf.

Despite the presence of many unemployed the majority of the audience seemed to agree with her; proof perhaps that a historical context to present issues does fulfil a special need and can command deference even if it is "downbeat and ultimately silly".

How, then, do we set about developing a common core history which avoids nostalgic trivialization, exhortation or the crisis avoidance role which sloppier thinkers might infer from the reference to a multi-cultural society? Can the trick be pulled off without handing down either the one national curriculum which would be quite unacceptable in a free society or a set of guidelines so indefinite that they become a happy hunting ground for hobbyist teachers and those seeking a pulpit alike?

My conviction is that this can be done but only if the DES is prepared to lend its authority and give some institutionalised structure to the allocation of time and resources for a vigorous and continuing debate about the issues involved in laying the roots of the present before the pupils. It cannot be done in a professional community which often insists that the way to avoid bias is to have no bias at all, to be neutral, to confront them openly but to regard the recent past as unfit matter for study.

The paper has remarkably little to say on the timetable implementation of history as an ingredient in general education for the final two statutory years. Would any one now accept the ROSLA model of a low status study for those outside the examination groups? If the subject

is to be examined, how will that square with the Secretary of State's promise that the "standards" represented by O level will not be abandoned in the common examination at 16?

Would it be defensible to insist on history as a core subject on the basis of syllabuses currently available, particularly if the more adventurous courses are subsumed into the duller ones as boards merge? In my mind, the syllabuses most appropriate to the objectives in *A View of the Curriculum* would be discontinuous and insist on a sampling of different areas of content. The Schools Council 13-16 Project sees a useful example here, "but would surely have to face up to the fact that its most popular 'study in depth' is of just that period which led the young delinquent on to such strange paths."

The knock-on effects of a national 14-16 course on the curriculum for younger pupils would be considerable but that ought to be welcomed for there is much there which has remained unchanged for far too long. Finally, not the least of the gains from implementing the DES proposal could be that in the years to come, fewer of the people I meet on trains will be saying: "Oh, I never got that far in history when I was at school."

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extra AN EYE ON THE ARCHIVES

By Philip Sauvain

It is now more than 20 years since I first started to take cine films as a hobby. In the year that I bought my cine camera (1957), I decided to make a teaching film in colour for my own personal use in school. It was entitled *Life in the Scottish Highlands* and I recorded a commentary on tape to go with it.

As can be imagined it was hardly an inspired production but for several years I got a lot of mileage out of the film, showing it regularly to each new intake of pupils. My captive audiences in the pre-colour television age seemed genuinely pleased to learn from it. Then the novelty wore off and the film canister began to gather dust.

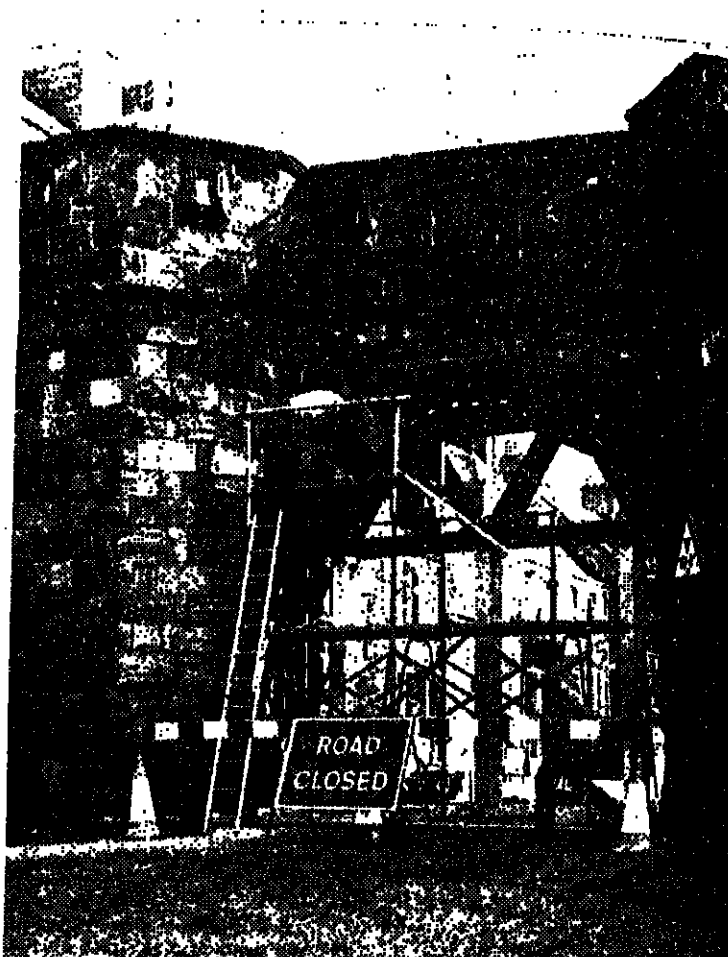
Today, if I can bear to sit through the amateurish photography, follow the flat story line and listen to the even flatter commentary, I can see that the film no longer tells the story of life in the Scottish Highlands today. Instead, it is fast becoming an historical record—albeit thin and, as yet, of little interest to anyone else. Give it another 20 years perhaps, and its depiction of crofting as a way of life in the middle of the twentieth century, and its sequences showing what was then a flourishing fishing industry, or those showing Doune and various hydroelectricity schemes under construction, may yet make it a film for the archives.

Needless to say, it was not my original intention to set out to record this way of life before it disappeared. With the wisdom of two decades behind me I now regret that I did not have the foresight then to film other facets of everyday life with an eye to their future interest value.

It is also intriguing to note that old films taken to show family occasions often spark more interest than the context in which they are set from the personal changes wrought by the passing years. Show glimpses of a house without its garden, a garden before it was replanted in 1971, a scene showing an old barn before it was pulled down, or the highway before it was concreted over, and the people in the foreground tend to be forgotten. With a little anticipation, the interest content of these old films could have been enhanced by dwelling a little longer on the more mundane objects in the background than on trying to capture the transient expressions in front. Perhaps others do have this foresight. All I can say is that late in the day I have learnt to keep an eye on the archives.

Happily, many black and white photographs and colour transparencies, taken then for teaching purposes, have added value today of portraying techniques such as horse ploughing or hand-milking which are now rare, and buildings which have disappeared for ever—such as Corporation Square in King's Lynn, unwittingly photographed 20 years ago as an example of early nineteenth-century housing but since demolished to make way for a major development scheme.

It is easy to be wise after the event and always difficult to anticipate how what will prove to be of interest on video in the future. It is also interesting to note how the way we use the material has changed. A micro-study showing how changes from day to day or from



Conservation in action: repairing Southgate in St Andrews. This photo graph by Philip Sauvain is reproduced in the Macmillan Local Studies Kit.

course the opportunities are still there today if only we know what features and what events will prove to be of significant and lasting value in the years to come. What sounds and images of today will be of interest in another 20 years time?—in AD 2007? The compilation of such a collection could make a profitable classroom project for primary schools or even sixth forms.

Creating an archive of the present for the use of posterity has several educational advantages. As an on-going process it is not a flimsy project to be completed, evaluated and forgotten. It raises the whole question of what is changing today and how, and what has changed in the past. The emphasis on change has the merit of letting pupils see that conservation is an issue at home and not just a matter for government alone or the protection of threatened species abroad.

There are disadvantages since many important changes only take place slowly over a long period of time. A judicious blend of short term changes and those likely to take place over a longer term will help to provide satisfying interim results to keep the interest from flagging.

Before-and-after studies of the buildings of a village, a redevelopment scheme, clearing the grime from an old building, a new one, a traffic scheme and similar projects can be made to foster short term interest in change as a continuous process. A micro-study showing how changes from day to day or from

week to week can help pupils to distinguish between seasonal or reversible changes on the one hand and irrevocable transformations on the other.

Most forms of record-making from tape and video to film and the collection of artefacts can be used. Indeed the making of such a record on film, tape and paper could provide an identifiable objective and end product for children engaged in local studies.

Apart from the use of still and cine cameras, portable cassette recorders and the techniques employed in conventional fieldwork investigations, there is scope also to collect together a representative box of artefacts to represent the 1980s.

Selected newspapers recording some of the big moments of history (local and national) are the essential constituents of such a box, although the problem of how to identify such "big moments" is rather more than a history lesson in itself. The death of Surin, to take a relatively minor example which attacks in the mind, may or may not rank in the twenty-first century with the death of Brutus or Bruckner, but in 1971 this event featured far less prominently in the national press than the latest triumph of some eminently forgettable politician whose name and policy few now, or would care to, remember.

Magazines, stamps, adverts, flea market finds, catalogues, bills, diaries, programmes, tickets, records and even items of clean used clothing are just a few of the different items which could be used to fill the box and demonstrate effectively that history is a dynamic living subject.

Teachers are always encouraged to pay a preliminary visit to see what is available.

Rangers House puts on regular educational programmes based on the Suffolk collection of paintings by William Larkin.

"Holiday weeks" when children and their families can take part in a programme, organized by an ILEA, of drawing, worksheets, illustrated talks, dancing sessions and music. The council hopes to extend the wards to cover other historic buildings, such as cathedrals, parish churches and small houses.

Gillian Thomas

extra TIME TO DRAW THE LINE

By Tom Hastie

The dismal picture of history teaching in our primary schools given in the recent DES survey of primary education is particularly depressing to those of us who remember with gratitude and affection the exciting experience of our own history lessons during the allegedly bad old days of "formal teaching" before the war.

The self-styled progressives can integrate history and belittle history teachers as much as they like, but they cannot evade the fact that public libraries asked which subject is the most popular with their borrowers will promptly answer, "history". This is borne out by the variety of book clubs which have sprung up under the history umbrella; in addition to the History Book Club itself, there are clubs of ancient history, Victorian history, military history and archaeology.

Historical fiction is one of the most popular features of the cinema and television, and the series *Clarendon* was followed almost with bated breath by many that one would not normally have suspected of having much interest in ancient history.

The Department of the Environment must be near the top of the profits league of nationalized industries if we may judge by the two-day queues of people who pay for admission to many of our ancient monuments, while the National Trust is enjoying a similar boom. Why, then, if the patient seems to be so healthy, is there so much talk of his moribund condition and even of euthanasia?

It has been wisely said that where there is a will there are many ways and this is true even in the case of our hypothetical patient. Many of history's relatives in the "social sciences" and among the ranks of professional educationists have ambitions to take over the family business and to change it into something else more profitable to them personally, though less capable of providing a genuine service to meet the public's obvious needs.

Fortunately, however, the patient declines to lie down and there have even been signs of regeneration during the past two or three years. Some ILEAs are even inviting teachers to consider the factual content of their history syllabuses and the value of a chronological approach.

In the United States, too, there has recently been a rethinking of the importance of history in the curriculum, a rethinking accompanied by some refreshing forthrightness.

The issue of the *History Teacher* for November, 1979 (published by the California State University) contains an excellent article by Elizabeth For-Genoveva, a noted New Left historian. In her article she considers the various factors which led to the

virtual overthrow of history in American high schools and colleges, not least of these being the growing illiteracy of pupils and students and the machinations of Messianic sociologists who see themselves as the heirs presumptive.

History was put on the defensive and liberal professors and teachers reacted in panic with what she calls a "bewildering smorgasbord of courses in film, women, witchcraft, rock and roll, oral history, great individuals, folk traditions and what-have-you".

She goes on to look at the effects of that tactic—not entirely fruitless—and concludes: "No present-minded, fragmented, pseudo-historical sociology can do justice to these (social groups) neglected by the conventional political history nor to history as the unfolding process of collective life. In succumbing to the blackmail of our 'now/me/self' culture, historians may be signing their professional death-warrant".

For her, "the construction of a narrative" is essential if one wishes to be faithful to the purpose and practice of history, a narrative which she sees as "an internally ordered, sequential structure that takes account of change over time and human motivation". As a highly political animal she is keenly aware of the political dangers of turning the demand that history be true to its agents—living, struggling human beings—should not be surrendered to the easier and politically suicidal rejection of all history as an authoritarian bourgeois swindle. Collectively, if we lose the reference points provided by a structured history, we lose the possibility for purposeful action".

That point of view is supported by Frances Fitzgerald in *America Revised*, a study of American school textbooks of history and social sciences in which she, too, defends history from the corrosion of "social sciences". She deplores the unquestioning submission by teachers to the psychologists and educators and goes on to say: "The assumption of pedagogy is, after all, that children are different from adults. From this assumption it is possible to proceed to the conclusion that children (even high school students) are very different creatures who require salvation rather than simple schooling in history or English. To urge reform through the school system could be merely to displace responsibility from the adult institutions that could achieve it." Here again we are being warned of the dangers of political suicide.

I maintain that it is now time to draw the line, as did Pizarro on the sands of a Peruvian beach, and invite the friends of history to stand up and be counted. History teachers must have the courage of their convictions as professionals,

parents and citizens and be prepared to insist upon the right of their subject for space in the curriculum.

It has been rightly said that history is sociology in motion and I suggest that history is a 3D stereo-phonically selected set of still photographs from the film—and stills cannot be understood, cannot be discussed meaningfully, without a thorough knowledge of the whole film. After all, history is the house in which all other subjects dwell—including politics and government which are held by some to be the only subjects "relevant" to pupils' needs. It is a knowledge of history which produces the true radicals in society, not the Will-o-the-Wisps of sociology.

Teachers of history must insist on the preservation of the integrity of their subject in its own right, insisting upon its autonomy rather than submitting to be a junior partner in some amorphous, vague humanities, environmental or integrated studies syllabus. The struggle is being won in the US and has already been won in Australia. Are we in Britain to lag behind?

As well as drawing the line metaphorically, it is high time we again drew it in the form of time lines on the walls of classrooms and school corridors—to remind our pupils and students that history is a story, is a narrative, "the unfolding process of collective life". Our task as history teachers is to reveal the human story as a coherent story, a story which makes sense and can give us guidance in making our present society more coherent and more just than can any subjectively inspired sporadic panaceas from the sociologists.

Santayana said that a people which ignores its past is forced to re-live it and I would add that to deny our pupils an awareness of the story of the collective experience of our people is, paradoxically, to close off the avenues of thinking about the future.

The truly effective citizen requires information, powers of judgment and an appreciation of the need for cohesion in any society, whatever its political complexion. These qualities are more likely to be derived from history in the curriculum rather than from the *Reader's Digest* miscellany of "problems" which passes for social studies in too many of our schools. A sub-literary, sub-numerate, tale-telling never mind achieving, the fey human which appears in so many social studies syllabuses.

Who then are the true radicals? The historians or the pseudo-sociologists? We must draw the line while there is still time.

Tom Hastie is warden of the ILEA History and Social Sciences Teachers' Centre. The views expressed in this article are his own and not necessarily those of the Authority.



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THE TIMES
EDUCATIONAL SUPPLEMENT

extra



Viking remains, many of them found at York, are very much in the news at the moment. This junior school pupil is at work in the archaeology workshop at the Horniman Museum, London.

LIBERATING EXPERIENCE

Widespread teaching of archaeology would help broaden the child's sense of belonging to an historical continuum, writes James Bromwich

In the school context, archaeology is the poor cousin of history. Last year 48 candidates sat for the Cambridge A level examination in archaeology, compared with the same board's 4,842 history candidates. Only six of the 13 centres used were schools. The picture is rather better with the A/O courses (there are 10 at O level) run by the London and Joint Matriculation Boards, but the numbers are still comparatively small with an average of 150 to 200 candidates each. A few schools have created CSE Mode 3 courses, but no Mode 1. Archaeology is not available, though East Anglia is happy in the process of adopting one.

This seemingly bleak picture is in many ways surprising. The need for greater archaeological understanding has become much more obvious in the last decade. The massive destruction of archaeological remains through motorway construction, urban renewal and deep ploughing aroused the archaeological establishment to fight for, and in many cases obtain, representation on county planning committees.

The rapid growth of treasure hunting with metal detectors, leading to the serious damage of numerous known and unknown sites, has begun to arouse a similar concern. The threats have indicated an insensitivity to our national heritage, the latter in particular, which has a return to the simplistic acquisitive practices of the nineteenth century.

An awareness of the value of physical remains to the meaning of history remains the past of reconstructing the past as developed as any legal or administrative children gain some understanding of the process by which knowledge is gained through archaeology, the kind of interest in the past shown by the massive tourist traffic to the country's major sites will always remain superficial.

Widespread teaching of archaeology would help broaden the child's sense of belonging to an historical continuum, writes James Bromwich

By studying the variety we reveal the immense potential of the human spirit. The apparently insignificant sherd or piece of bone that the treasure hunter disturbs could have been the vital piece of evidence that opens up the world of the past to the child, thus an appreciation of the methodology of archaeology is as significant as any study of its results.

To many ordinary teachers, archaeology has however seemed intimidatingly technical, but the teacher, whether he has a prior subject specialism or not, has changed. The recent publication of the Council for British Archaeology's Handbook on Archaeological Resources for Teachers represents the CBA's most serious attempt, since 1975, to remedy the archaeological situation in schools.

It is a book that should be in the possession of every archaeology teacher current or potential and widely available at teachers' centres as well as schools. It provides succinct surveys on key issues such as the aims of archaeology, the role of industrial archaeology and the examination syllabuses (especially the valuable for model CSE course), university courses and careers; a description of the education work of the Department of the Environment in this field.

But the core of the book is the audiovisual aids (including external museum and archaeological societies) taken considerable care to make comprehensible. Obviously a handbook alone cannot provide either all the incentive or all the knowledge needed to

teacher to embark on a new type of course. The CBA provides practical examples of how archaeology can be integrated in the school curriculum through its Schools Committee Bulletin. It is down to teachers involved in education, and not to the middle and secondary schools, to make further education work as well, perhaps the editor will produce an issue on this area in the future. Typical of the best work is that on urban churches by L. Morris in Bulletin No 4 pointing out the great potential of local churches as centres for archaeological research, not only in raising precise questions about the fabric of a building but also about the people of whom the building is a physical relic.

Alderton and Manning in a recent article, "Industrial Archaeology", make a very similar point and go on to describe a variety of schemes used in different schools in East Anglia: from a short study of iron in the local area to a full three-year curriculum for nine to 12-year-olds. Further examples can be found in other periodicals. Teaching History, No 22, 1976, describes experimental archaeology techniques, building a Roman British kiln, on a CSE course in Doncaster.

There is more detailed help in pamphlets and books such as "How to record graveyards" (following up the church approach) and "Peopling Past Landscapes" which provides an expert and lively practical introduction to field walking for children with due stress on the author's "Mars Bar Factor" the point at which children need refreshment to revive them and the need to calculate for this!

It is an excellent study of archaeology in a rural or small town setting with very clear explanations of why and how to do such things as record, survey and make work while observations. As yet there is nothing comparable for the urban situation, but the Schools Committee Bulletin No 4 concentrates on this area and "Industrial Archaeology" tends to deal with aspects that can most easily be adopted in a large conurbation.

Sometimes, though, the most promising situations can lead to unlikely conclusions: a teacher at a South London primary school brought in some prehistoric flint which the children in a detailed project on their Stone Age ancestors with serious flint knapping in the classroom!

The appearance of genuinely helpful material aimed at the teacher offers the chance of considerable expansion. In school archaeology, Upper Secondary school work would be helped, even more by a CSE Mode 1 and an O level, so opening up a far greater scale than provided by those few schools in which the curriculum develops the CSE Mode 3 (such as that of James Dyer at Harlington Upper School, Dunstable, where around 60 candidates are entered) or utilize industrial archaeology techniques on more conventional social and economic courses.

Nevertheless, A/O papers can fill a genuine place in the sixth form. As joint courses run in London by Sydenham School for themselves and Forest Hill can justify an "inter-terest" subject for a full-time pupil, but not a specialist A level course for perhaps one student in three years. Many more schools could develop similar courses using Sydenham do, the help of archaeological societies for their fieldwork.

But the handbook (page 6) points out: "It is to the junior-middle school age group that one looks for innovation in archaeology teaching." Junior school teachers are accustomed to a project-oriented approach and for environmental urban studies work, archaeology would represent both an expansion of content and a clarification of purpose. Many have adopted some form of integrated studies.

Traditional subjects have been subsumed in cross-curriculum work, and vitality due to the deep set, and often justified, understanding of any particular subject are not being developed.

Continued on opposite page

extra



A lancer from "Medieval Muslim Horsemanship" a study by G. Rex Smith in the British Library Series intended for laymen as well as scholars.

A liberating experience", con-
Archaeology offers real common ground: historical in its aim to investigate the past and use original sources, it demands both cognitive and imaginative thought; it is scientific in its stress on precise observation and utilisation of scientific processes and geographical in the need for map reading and surveying and above all in perceiving the relationship between man and his environment.

In using the concrete image around us it forces us to see beyond the classroom and textbook, to use an approach which entails specialists contributing expertise to a common cause because it contains elements central to their own subject concerns and to genuinely put in terms of the "concrete" stage of child development.

References in the text
Archaeological Resources for Teachers, Ed. M. J. Corbishley, Council for British Archaeology, Available from CBA, 112 Kennington Road, London, SE11 6RE, £2.50.

Also available from CBA: Schools Committee Bulletin (free of charge with handbook), Peopling Past Landscapes, Steane J.M. and Dix B.F. How the record of the past is created, Industrial Archaeology, Graphimere Ltd., 1 West Street, Tavistock, Devon, Annual subscription £18.

Another project, simply because it proved too successful I had enlisted the aid of the local library to collect from the public Sunday newspaper colour supplements as they are a marvellous resource for history teachers.

"Soon I was having to fetch them by the car-load and I just had not the staff to catalogue them properly. It was a pity to stop, because the staff relations, I am sure, they are obviously there for the asking."

All the ILEA's probationary history and social sciences teachers—about 50 a year—now attend sessions organized by the centre's advisory team. For experienced teachers there are management courses on staff relations, interviewing techniques and so on. Teachers who want to visit the centre are advised to telephone in advance: 01-733 2935. Its address is 377 Clapham Road, London, SW9.

The main one is a world history project which also involves staff at the School of Oriental and African Studies, recognizing that there is a dearth of good information in English on the history of Africa, Asia and South America, the centre has been producing a series of video and audio cassettes, teachers' booklets and resource packs on various countries and themes aimed at secondary-age children.

Similarly, a social studies development project will produce classroom material in an area which is at present uncoordinated but which urgently needs to be considered in connection with the new syllabuses. This will be aimed at both primary and secondary school children.

During the past two years the centre has been increasingly involved with primary-age material. Booklets on teaching history and social studies to under-12s is to be published in September. "Meet the Examiners" sessions have proved among the most popular of all the centre's activities. At first the idea horrified the teachers, but Mr Haste, "but now they welcome the opportunity to get the reactions of teachers on syllabuses, examination questions and marking principles."

"As we quickly discovered, each side has a lot to learn from the other. We now hold these meetings regularly and invariably attract a full house of 90 each time. Unfortunately, I had to call off

So far leadership in organizing archaeology in schools has come from many different sources. Whilst Harlington School's archaeology began as a geography, in Caversham (Isle of Wight) see "Industrial Archaeology" Vol. 14 No. 1 (1979) a technical studies teacher in the high school took the initiative. But he recognized the need for an historian to participate in the course and it is clear that, in practice, historians are in the strongest position to take the lead in schools and have the most to gain from it.

The so-called "crisis" in school history and the associated obsessive concentration on what topics should be in and what deleted from our syllabuses led to a recognition that skills and understanding were the more vital elements. Surely all history teachers should welcome the opportunity to embrace and encourage the learning of all possible methods in the interpretation of man's past.

References in the text
Archaeological Resources for Teachers, Ed. M. J. Corbishley, Council for British Archaeology, Available from CBA, 112 Kennington Road, London, SE11 6RE, £2.50.

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details from
(S.A.E.) from Thead 01423

EAST SUSSEX
DEACON SCHOOL
East Deacons Road, Crowhurst

details from the
receipt of S.A.K.

examination, work and 51
courses at "O" and "A"
Relocation grants available
approved cases.
Further details and
forms (B.A.E. please)
Commander, returnable v
love.

EAST SUSSEX
HEATHFIELD BN27 0OL
Trade Street, Heathfield.
(Comprehensive) 13-24. v
Required for 13-24. v
TEACHER of ENGLISH
(Relocation) grants at

Application from

**HERTFORDSHIRE
COUNTY COUNCIL**
EAST HERTS DIVISION
SIMON BALLE SCHOOL

Further details in
forms (B.A.E. please

The person appointed prepared the material for some of the school's future activities which include a whole range of sporting events and play productions. The school is housed in a pleasant country town and facilities are good.

Applications for the 1988-89 full curriculum year should be sent in by the end of the year.

11/20/2012

SCHOOL
(Co-educational, Complete)
11-14 years—1,500 pupils
Residence in September
Schools: 1. For 11-14 years
(Boys 1) to join a team
(all-time members of the
Department which has ex-
cited.

Application forms and
info can be obtained
of a self-addressed only
to the manager, R.
Senior High School, D.
of Men to whom com-
should be returned by
May, 1980.

HERTEFORDSHIRE

WINE VALLEY HIGH
GILBERT LAKE, INDIANA
Hudsonfield IND 7681
(Ref. 922)
Required for September
GRADUATE TEACHER
Scale 1.
The successful applicant
expected to teach at least
10 to 6 part of the
first term work con-
siderable for a suitably qual-
ified person.

The person appro

MIDDLESEX
HAMPTON SCHOOL
H.M.C. Day 11-18, 83
In Sixth form
Required for September
GRADUATE to teach
all subjects in the school
Salary - £1,000 per annum
London and Hampton
Applications with full
names of two referees
Master, Hampton School
Road, Hampton, Middlesex

SURREY
BISHOP REVDORP SCHOOL
Larch Avenue, Guildford

... should be sent
master at the school

BEXLEY LONDON BOROUGH

The Authority needs to recruit a number of **TEACHERS**

for its Secondary Schools on a temporary basis for the Summer Term. Posts are available either on a temporary salaried basis for the whole of the term, or on a day-to-day basis filling casual vacancies according to the individual teacher's availability and the needs of the schools. There are vacancies for most subjects. Teachers wishing to apply for the day-to-day supply engagements are reasonably sure of being offered regular employment for the term.

Applications as soon as possible, enclosing s.a.e. (foolscap) to The Staffing Officer, Town Hall, Crayford, Kent, DA1 4EN.

Harrow Education Committee

Probationary Teachers

Vacancies exist for teachers seeking first appointment in

PHYSICS
CHEMISTRY
MATHEMATICS
TECHNICAL DRAWING
CRAFT DESIGN AND TECHNOLOGY

for September, 1980, in the Borough's High Schools, for work up to G.C.E. 'O' level. All High Schools have well equipped laboratories and workshops and cater for pupils of all abilities from 12-16 years.

Applications from men and women should be made as soon as possible on forms obtainable from Education Department, P.O. Box 22, Civic Centre, HARROW, HA1 2UW—please enclose a stamped addressed envelope.

Lancashire

County Council

Unless otherwise stated, the following posts are required for 1st September, 1980.

Secondary Schools: Forms/further details from and returnable to the Head Teacher at the school, unless otherwise stated (S.A.E. please).
Closing Date: 21st April, 1980.

SKELMERDALE, TAWD VALE HIGH

Glenburn Rd., Skelmerdale (Pop. 1,000)

SCALE 3—TWO POSTS

1. HEAD OF MUSIC

2. SECOND IN MUSIC FACULTY

Specialist interest: Computer Studies or 'Homemade Maths' an advantage.

KIRKHAM CARR HILL COUNTY HIGH

Royal Ave., Kirkham, Preston (Roll 1,308)

SCALE 2—ECONOMICS

To 'A' level. Business Studies in main school. Please state other subjects.

PRESTON, ASHTON-ON-RIBBLE HIGH

Aldwyck Drive, Ashton, Preston (1,000 mixed)

SCALE 2—MATHEMATICS

With responsibility for Computer Studies.

MORECAMBE & HEYSHAM, HEYSHAM COUNTY HIGH

Linea Ave., Morecambe (11-18 mixed comp. Roll 1,350)

SCALE 1—RELIGIOUS EDUCATION AND RELIGIOUS KNOWLEDGE

Re-education of pupils.

BLACKPOOL, ST. MARY'S R.C. HIGH

St. Walburga's Rd., Blackpool (1,140 mixed, incl. 280 Sixth Form)

SCALE 1—PHYSICS

PRESTON, ASHTON-ON-RIBBLE HIGH

Aldwyck Drive, Ashton, Preston (1,000 mixed)

SCALE 1—FRENCH

Colne, St. John Fisher & Thomas More R.C. High

Gibfield Rd., off Burnley Rd., Colne (Roll 670)

SCALE 1—RELIGIOUS EDUCATION

PRIMARY OR SECONDARY

ATTACHED TO PRESTON DISTRICT OFFICE

SCALE 2—HOME LIAISON TUTORS

To be appointed to schools which have a high proportion of pupils from homes where English is not the first language.

Forms/further details from/to: District Education Officer, 53-55, Guildhall St., Preston.

SECONDARY Technical Studies continued

HUMBERSIDE EDUCATION COMMITTEE
HUMBERSIDE DIVISION
The Humberside Education Committee, Humberside Avenue, Humberside, is recruiting for September, 1980, to teach at least two of the following subjects: Design, Technology, Drawing, and/or Technical Studies. An ability to teach a further subject would be welcomed. Salary would be available to a well-qualified candidate.

The school opened in 1977 and still has vacancies for the first time in the history of the school. The school has a well-equipped workshop and a large number of facilities for each subject. It is situated in a pleasant country area with a large number of facilities for each subject. It is situated in a pleasant country area with a large number of facilities for each subject.

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
DIVISION OF TECHNICAL STUDIES

WIDENHURST SCHOOL
Widenhurst, Kent

This post offers candidates a wide range of opportunities to develop their teaching skills and to work with a team of experienced teachers.

Applications should be made to the Head Teacher, Widenhurst School, Widenhurst, Kent, DA1 4EN.

Applications as soon as possible, enclosing s.a.e. (foolscap) to The Staffing Officer, Town Hall, Crayford, Kent, DA1 4EN.

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BERKSHIRE EDUCATION COMMITTEE
EDUCATION DEPARTMENT
TECHNICAL STUDIES
The Berkshire Education Committee, Education Department, is recruiting for September, 1980, to teach at least two of the following subjects: Design, Technology, Drawing, and/or Technical Studies. An ability to teach a further subject would be welcomed. Salary would be available to a well-qualified candidate.

The school opened in 1977 and still has vacancies for the first time in the history of the school. The school has a well-equipped workshop and a large number of facilities for each subject. It is situated in a pleasant country area with a large number of facilities for each subject.

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
DIVISION OF TECHNICAL STUDIES

WIDENHURST SCHOOL
Widenhurst, Kent

This post offers candidates a wide range of opportunities to develop their teaching skills and to work with a team of experienced teachers.

Applications should be made to the Head Teacher, Widenhurst School, Widenhurst, Kent, DA1 4EN.

Applications as soon as possible, enclosing s.a.e. (foolscap) to The Staffing Officer, Town Hall, Crayford, Kent, DA1 4EN.

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GENERAL INFORMATION

SOUTH WARREN - JUNE
COLUMBIA OF FURTHER
BUILDING
The Warren North Avenue
Road, Buffalo, N.Y., June
CV-7 will
Required from 1st September
1960.
TECHNICAL in the Devel-
opment of Adult and General Educa-
tion in South Warren
O.C.E. "South" and "A"

Mathematics 12 12

could be an advantage.
Applicants should be made
clearly, preferably with a
statement of their
experience in the
development of training and
evaluation systems and
DATA PROCESSING
and other tasks
Application forms and
instructions from the
date 10th April 1974
S.A.B. places

WEST MIDLANDS
CUTTON COLLEGE, STATION
COTTON, COVENTRY, CV3 5EF
Cotton College is seeking
for a number of

nd DATA PHEN: 5.4.1.1.1

B.D.S. and other courses
Department.
The following persons are notified
to receive from the Registrar
the closing date March 1st 1960
S.A.B. please.

WEST MIDLANDS

HUTTON COLDUWELL COLLEGE OF
FURTHER EDUCATION,
Hedderley Road, Sutton Coldfield
West Midlands B40 1JN
Telephone: 021 718 3100
Telex: 330400 HCC G
As soon as possible increase in
SENIOR LEARNING
LIBRARY GENERAL STUDIES
The Director, several of the
Departments of the College
in action under is invited
to change of the days
grounded in Liberal Studies
throughout the College
Salary Scale: £ 7-0-2
Ref. 971.

ES EDUCATION

SOUTH WEST LONDON COLLEGE
Rolling Broadway SW17 7BQ

Professional and General Education Department

Required not later than 15th September 1987

1. To teach Secretarial and Commercial subjects. Experience in teaching such subjects in a College/Practice are the minimum essential requirements.

2. Salary Banding (NFER) 11 (increased scale within 1987) £23,768 to £6,478 p.a. (inc. London weighting).

3. Career progression dependent on qualifications, training and experience. Salary scale to be reviewed by Burroughs Education and subject to normal approval.

4. Candidates may be given temporary assignments and undertake non-mandatory removal expenses.

5. Further details and applications may be obtained from the Director of Personnel, Burroughs Education, 100, Rolling Broadway, SW17 7BQ. A full advertisement will be published in the Press.

to Officer, of the college

[illegible]

and within the range £5,415

1933 (inclusive) on condition
 that the student depending on quali-
 fications, training and experience
 and suitable may be placed on a
 special course of extra expenditure
 further details and applications
 for forms obtainable from the Sec-
 retary, Education Department, 10
 Whitehall (01-924 9561) returned
 by 29 April 1960.

AUXILIARY COLLEGE
 Building and Further
 Education
 101 Elmora Street,
 Wandsworth Road,
 London SW8 2JY.
 HEAD OF DEPARTMENT
TRADE & TECHNICAL
STUDIES, required due to in-
 creasing demand for a number of
 specialties: Joining, doors
 and construction. Heads of Depart-
 ment and the Department offers spe-
 cial courses for the whole range
 of Construction. **TECHNICAL**
CONSTRUCTION for the Super-
 grades and the University
 studies courses for the Construc-
 tion Industry.

an appropriate profession

University of Hull, 1968. The
experience and recent
performance in further and higher
education at senior staff level
and the leadership and
ability to manage a thriving
department are essential qualities
for this post. Candidates must
be willing to co-operate with
colleagues with other senior
staff both in the College and
with the University of Hull
staff with whom the College
has joint courses.

This post is available from
1 December 1980. Salary Scale
(Barnham) £10,128 to £11,128
plus £605 London allowance.
For full details apply to the
application forms and further
information from the Senior
Administrative Officer, (Ref. P35)
College of Education, Hull
University, 1968. Closing date
for received application forms
15 January 1980.

COUNTY OF AVON

BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for the following appointments to take effect from 1st September 1980:

PRINCIPAL LECTURER in Humanities (English, Geography, History).

The successful applicant will take responsibility as Course Director for a B.A. Honours Degree in Combined Studies submitted for validation in the near future.

LECTURER Grade II in Dress and Textiles (two posts). To teach Fashion and/or Textiles in B.Ed Honours and Ordinary Degrees, together with related professional courses.

LECTURER Grade II in Teaching Studies. To specialise in Infant and Junior School work. Academic qualifications in Education, together with good teaching experience are expected.

One-year temporary appointments as Lecturer Grade II to replace staff granted study leave for 1980/81 in:

- Home Economics
- Physical Education (Senior Lectureship possible for a candidate with good qualifications and experience).

Further details may be obtained from The Principal, Bath College of Higher Education, Newton Park, Newton St. Loes, Bath, Avon, BA2 9BN. Applications (no forms) should be submitted by Friday, 25th April, 1980.

Brighton Polytechnic

Chelsea School of Human Movement

Required for September, 1980

Principal Lecturer in Psych.

Social Studies of Human Movement

Salary £8,266-£10,352

Applications are invited from suitably qualified and experienced persons for the above newly created post. The person appointed will make a major teaching contribution to psychological aspects of motor performance and skill acquisition in sport and physical education, and will be responsible for the co-ordination of the psychological and social aspects of all courses taught within the School.

Applicants should hold a first degree in psychology or social psychology. A first or higher degree in a field related to human movement, physical education or sport would be an advantage.

Application forms and further details from Personnel Department, Brighton Polytechnic (Eastbourne) 57 Meads Road, Eastbourne. Telephone: 21400 ext. 205.

SCARBOROUGH

NORTH RIDING COLLEGE OF EDUCATION

STEPHEN JOSEPH THREATS IN THE MOUND

Applications are invited for the following joint appointment to the Stephen Joseph Theatre-in-the-Mound and the North Riding College of Education, Scarborough:

DRAMA FELLOW (DIRECTOR)

The Fellow will work with Alan Ayckbourn's Theatre Company and with the College and have specific responsibility for arranging and co-ordinating Drama activities with children, teachers, College students and professional actors. An Associate Director is sought whose interests and experience include work in Education—preferably with children.

The appointment will be for one year only from September, 1980, with a salary of £5,000 p.a. as resident fellow. There is the opportunity of board residence in the College at a proportionately reduced salary.

Further particulars may be obtained from The Principal (Appointments), North Riding College of Education, Fleece Road, Scarborough, YO11 3AZ, telephone: Scarborough 5232, to whom applications should be sent, together with the names of two referees, by 3rd May, 1980.

TEACHER

(Non Resident)

Scale II (S) £4482-£6510

A General Subject Teacher for The Unilever, 33 Green Hill, Blackwell, Oxford, will be required for the post of 27 boys and girls. The teacher will join a team of experienced staff in covering and assessing children educationally and in making recommendations regarding their future placement. The ability to offer boys' games would be an advantage. This is an interesting opportunity for a Teacher who wishes to extend his/her experience in teaching of disturbed and disruptive pupils.

There are the normal school holidays but as the Centre is open for 52 weeks they are taken on a rota basis. Telephone enquiries to Mr. R. Gillam, Officer in Charge, 021-445 1020.

Candidates may obtain application forms (returnable by 25th April, 1980) and further details from:

The Personnel Officer,
Social Services Department,
Snow Hill House, 10-15 Livery Street,
Birmingham B3 2PE.
Please quote reference 051/111/480/190
and enclosing will be sent.

BIRMINGHAM CITY COUNCIL

COLLEGES OF FURTHER EDUCATION continued

WEST SUSSEX

COLLEGE OF DISTANCE EDUCATION
Applications are invited for the post of **PRINCIPAL LECTURER in Humanities** (English, Geography, History).

The successful applicant will take responsibility as Course Director for a B.A. Honours Degree in Combined Studies submitted for validation in the near future.

Further details may be obtained from The Principal, Bath College of Higher Education, Newton Park, Newton St. Loes, Bath, Avon, BA2 9BN. Applications (no forms) should be submitted by Friday, 25th April, 1980.

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Polytechnics

Other Assistants

LONDON

POLYTECHNIC OF THE SOUTH BANK

TECHNICAL EDUCATION

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